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ABSTRACT

To provide a basis for fulfillment of a statutory responsibility to review the administration of Federal programs that reinforce State education agencies, this report traces the history of those agencies from the data provided by the agencies in their annual reports, and from information supplied by the staff of the U.S. Office of Education. Pending legislation and current OE programs are examined and recommendations for further action are proposed. Among the other Federal programs reviewed in this volume are Titles II and III of the ESEA and Title II and V-A of the NDEA. The report concludes that agencies have made notable progress in their development, particularly since 1965, the year that ESEA became a law. An appendix includes annual reports of the States for fiscal year 1969. (JF)

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the federal-state partnership for education

The fifth annual report of the Advisory Council on State Departments of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

Robert H. Finch, Secretary

James E. Allen, Jr., Assistant Secretary and Commissioner of Education

EA 003 109

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

THE PRESIDENT
The White House
Washington, D.C.

April 16, 1970

DEAR MR. PRESIDENT:

The Advisory Council on State Departments of Education, in fulfillment of its mandate under Title V, Public Law 89-10, has completed its fifth annual report, which I have the honor of transmitting to you.

To make a logical base for its review of the administration of Title V and other programs under which Federal funds assist State educational agencies, the Council has briefly traced the history of these agencies to the time of enactment of the Elementary and Secondary Education Act of 1965. It has then reviewed developments since that time to reach its conclusions on the progress they have made, and on what might be done to maintain and extend that progress. Their findings and recommendations will receive the most careful study and will, I am sure, be reflected in my future communications to you.

Faithfully yours,
ROBERT H. FINCH
Secretary

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

HONORABLE SPIRO AGNEW
President of the Senate
Washington, D.C.

April 16, 1970

DEAR MR. PRESIDENT:

I take pleasure in sending you the fifth annual report of the Advisory Council on State Departments of Education, made pursuant to its mandate under Title V, Public Law 89-10.

To make a base for its review of the administration of Title V and other programs which provide Federal funds to State education agencies, the Council has traced briefly the history of those agencies to the time of enactment of the Elementary and Secondary Education Act of 1965. It has then reviewed subsequent developments to reach its conclusions on progress made and on what might be done to maintain and extend that progress.

Our careful study of the report will undoubtedly be reflected in our future communications to and testimony before the Congress.

Sincerely,
ROBERT H. FINCH
Secretary

EA

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

HONORABLE JOHN W. MCCORMACK
Speaker of the House of Representatives
Washington, D.C.

April 16, 1970

DEAR MR. SPEAKER:

I take pleasure in sending you the fifth annual report of the Advisory Council on State Departments of Education, made pursuant to its mandate under Title V, Public Law 89-10.

To make a base for its review of the administration of Title V and other programs which provide Federal funds to State education agencies, the Council has traced briefly the history of those agencies to the time of enactment of the Elementary and Secondary Education Act of 1965. It has then reviewed subsequent developments to reach its conclusions on progress made and on what might be done to maintain and extend that progress.

Our careful study of the report will undoubtedly be reflected in our future communications to and testimony before the Congress.

Sincerely,
ROBERT H. FINCH
Secretary

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

HONORABLE ROBERT H. FINCH
Secretary of Health, Education, and Welfare
Washington, D.C.

April 16, 1970

DEAR MR. SECRETARY:

Pursuant to Title V, Public Law 89-10, the Advisory Council on State Departments of Education has reviewed the administration of Title V and of other programs under which Federal funds assist State education agencies, and has completed its fifth annual report. I take pride in transmitting that report to you.

To provide a base for its review, the Council has briefly traced the history of the State educational agencies to the time of enactment of the Elementary and Secondary Education Act of 1965. The Council has then examined subsequent developments to reach the conclusions it presents in the report.

The Council has also dealt in this report with several other Federal programs which are characterized as State plan-State grant programs.

At the request of the Council, I have already transmitted to you some of its recommendations. My staff and I shall study the report carefully for guidance in our administration of the relevant programs and in our relations with the State educational agencies, so that our partnership will be the more productive for education.

Sincerely,
JAMES E. ALLEN, JR.
Assistant Secretary for Education
and
U.S. Commissioner of Education

preface

The Advisory Council on State Departments of Education was created by Title V of the Elementary and Secondary Education Act and charged with

reviewing the administration of the programs for which funds are appropriated pursuant to this title and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such programs and this title and with respect to other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to legislation.

The Council is required to report its findings and recommendations annually to the Secretary of Health, Education, and Welfare, who transmits the report with his comments and recommendations to the President and the Congress.

This is the fifth such report. The first,¹ made before the act had seen a full fiscal year, dealt with the preliminary stages of the administration of Title V. The second,² made in March 1967, reported the first full year of the program's operation and the determined efforts made by the States to avail themselves of the assistance offered. The third³ noted the progress made by the State education agencies and endorsed their efforts toward comprehensive statewide educational planning. The fourth⁴ found qualitative evidence of progress to support the quantitative data previously presented, but pointed out that the desired goals had not yet been achieved.

In the present report, the Council, in order to provide a base for its review, traces briefly the history of the State educational agencies to the time of enactment of Public Law 89-10 (the Elementary and Secondary Education Act of 1965) and then examines subsequent developments to reach its conclusions on progress made and on what is needed to extend that progress.

The Council also reviews the past year's administration of three other State plan-State grant programs which tax and test the capabilities of the State educational agencies.

The Advisory Council desires to recognize the invaluable assistance given to it by Harry L. Phillips, Director, Division of State Agency Cooperation, and the staff members of the division. Their dedication to the strengthening of State departments of education, their knowledgeable understanding of the intent of Federal legislation relating to State education agencies, and their skill in analyzing requested data received from State departments of education made the Council's mandated responsibility to review the administration of Federal programs aiding the State agencies and prepare related recommendations, a viable task. It should be reassuring to the President and to the Congress to know that the implementation of Title V and related programs is being directed by a highly competent staff, determined to aid State departments of education in meeting their demanding leadership responsibilities in the several States.

¹ *Improving State Leadership in Education*, OE-23047, March 1966.

² *Reinforcing the Role of States in Education*, OE-23050, March 1967.

³ *Focus on the Future*, OE-23050, March 1968.

⁴ *The State of State Departments of Education*, OE-23050, March 1969.

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summary and recommendations

To provide a base for fulfillment of its statutory responsibility to review the administration of Federal programs which reinforce State education agencies, the Advisory Council on State Departments of Education in this report traces the history of those agencies. Then, from the data provided by the agencies in their annual reports, and from information supplied by the staff of the U.S. Office of Education, the Council concludes that the agencies have made notable progress in their development, particularly since 1965. That was the year in which the Elementary and Secondary Education Act (ESEA) became a law, with its Title V—"Grants to Strengthen State Departments of Education."

Title V, and its intent, are highly commendable, but the Council has in its previous reports deplored the disparity between the amounts authorized in the law and the sums appropriated for this as well as for other related programs—and the tardiness of those appropriations when they were made. Both have militated against optimum progress.

The Council has in its earlier reports noted that comprehensive educational planning, for example, was to a large extent neglected by the State agencies because the funds even when available had to be used for more seemingly urgent needs. The Council therefore notes with approval that legislation now pending proposes to continue the recently provided separate authorization and funding for comprehensive educational planning and evaluation. The Council also notes with approval some of the other provisions in the pending legislation. Not all of the proposals, however, evoke unqualified approval.

The Council recognizes the need for an independent advisory arm, such as is envisioned in pending legislation, to serve the Legislative and Executive Branches of the Federal Government in matters pertaining to the quality of education and national education goals. If legislation pending in the Con-

gress is enacted, a State educational agency will be confronted with as many as six major advisory councils. Many of these will be appointed by Governors of the States and be responsible for performing functions and carrying on activities related to the policy-making role of public bodies. The policy-making role for education at the State level is legally and constitutionally vested in existing public bodies usually called State boards of education. To have their responsibility infringed upon by an act of the Federal Government is most inappropriate.

Therefore, the Advisory Council on State Departments of Education recommends that careful attention be given to pending legislation creating such advisory bodies, particularly if it gives State advisory bodies regulatory and operational responsibilities; and further, that it be recognized that an advisory group for each discrete program of the Federal Government is inefficient and unnecessary.

The Advisory Council on State Departments of Education believes that efforts directed toward the consolidation of some categorical grant-in-aid programs of educational assistance would result in significant gains. The Council recommends, however, that such efforts be evaluated carefully and not be undertaken without the policy commitment essential to provide sufficient financial support to maintain previous levels of expenditure for categorical purposes. This recommendation is directed at efforts (including those through the appropriation process) to consolidate Titles III and V-A of the National Defense Education Act (NDEA) with Titles II and III of the Elementary and Secondary Education Act (ESEA). A far more reasonable and practical consolidation could be achieved by combining ESEA Title II and NDEA Title III as one program, and ESEA Title III and NDEA Title V-A as a second. Even these consolidations, however, should

be undertaken only when continuation of the prior level of financial support could be guaranteed.

(Because the legislation referred to in the foregoing recommendations had been reported, and congressional action seemed imminent, the Council requested that the recommendations be transmitted, in advance of issuance of this report, to the Secretary of Health, Education, and Welfare for transmission in turn to the appropriate committees of the Congress.)

The foregoing recommendation relates to efforts to consolidate the State administrative funds for four specific programs. The legislation now pending in the Congress (H.R. 514) to amend and extend existing programs contains a provision (section 415(a)) permitting the U.S. Commissioner of Education to "make a consolidated grant of Federal funds" to a State educational agency, upon its application, "of any two or more" Federal programs. The Advisory Council expresses its gratification at this positive action by the Congress to enact legislation permitting State educational agencies to consolidate their many administrative accounts (resulting from the multiplicity of federally supported educational programs) into a single management fund. But the Council fails to understand the reasons for exempting the ESEA Title I and VI administrative funds from this amalgamation, and deplores what it believes will be the ill effects of such exclusion. For example, if Title I is omitted from a coordinate effort to design, plan for, evaluate, and report upon the remainder of the educational undertakings within a State, the very improvement which the program desperately needs, the Advisory Council fears, will fail to be achieved.

Efforts to simplify procedures and achieve greater efficiency in the administration of Federal education programs have not been confined to the Congress. The Advisory Council on State Departments of Education regards favorably the effort of the Department of Health, Education, and Welfare to simplify and expedite the procedures whereby

State departments of education may qualify to receive Federal financial assistance.

However, the Council wishes to record its concern over the possibility of reducing the qualifying exercise to an absurdity. Every State should be held accountable for development of an appropriate and sophisticated system of managing and providing stewardship of all federally supported titles—in the composite, or program by program.

The Advisory Council on State Departments of Education endorses the Office of Education's emphasis on measuring performance in education by results or products, and supports efforts at all levels to instill the concept of educational as well as fiscal accountability. The Office of Education is encouraged to assist State educational agencies in the adoption of these principles in the management of educational programs at the State level. The Council does, however, view with some concern the tendency to demand an immediate positive response from an educational activity which may require a reasonably longer period for adequate measurement of its impact.

The Advisory Council approves the strategy being used for the conduct of U.S. Office of Education comprehensive reviews of Federal program activities in State educational agencies. The scientific approach used in these management reviews appears to be in keeping with significant trends evident throughout the Nation more accurately to develop, monitor, evaluate, and report upon educational activities.

The Advisory Council heartily approves of special project plans for comprehensive educational planning and evaluation activities being undertaken through cooperative arrangements between State educational agencies and the U.S. Office of Education. The Council recommends that priority attention be given to the complex task of further developing and implementing the evaluation system whose first component is known as the Consolidated Program Information Report, which is now in operation.

The Advisory Council endorses the Administration's emphasis on educational re-

search and development as a means for finding, testing, and disseminating efficient and effective education practices.

The Council recommends that the Office of Education explore its potential for supporting appropriate training programs aimed at upgrading the capabilities of and more adequately preparing professional employees of State governments who are engaged, or may become engaged, in assisting the legislative educational function. The Council is cognizant of the increased interest in education shown by State legislatures and is aware of their need to have highly skilled legislative planning personnel to meet the increasing demand for producing high quality educational legislation.

The Council endorses the priority programs and projects being advocated by the U.S. Office of Education. It recommends that full consideration be given to an immediate and active involvement of all State departments of education in the planning and implementation of the "Right to Read" program and the environmental education program. In connection with the latter, the Council wishes to reiterate concerns it has shown in the past respecting education in urban America, particularly that major improvement in central city life can be most effectively realized through a frontal assault on all aspects of the environment, in which education is only one component.

***grants to strengthen state
departments of education***

(Title V)

***the elementary and secondary
education act of 1965***

**(Public Law 89-10)
(as amended)**

The Federal-State Partnership for Education

Thirty-four of them are called State "Department of Education"; nine are called "Department of Public Instruction"; three are "Office of the Superintendent of Public Instruction"; one (New York) is "State Education Department"; and there is the "Texas Education Agency." Nearly all States have a State Board of Education, but in two the operating agency has no other name.

Their chiefs function under a variety of titles, not always matching their organization names: Superintendent of Public Instruction, of Education, of Schools; Commissioner of Education; Secretary of Education (Pennsylvania). They are chosen in a variety of ways: 24 are appointed by the State Board of Education, five by the Governor; in 21 States they are elected by popular ballot, generally in a nonpartisan election. Their annual salaries range from a high of \$45,000 (one) to a low of \$12,500 (only a few years ago that was \$8,500); most are between \$20,000 and \$30,000.

There is not more consistency among the functions of the State educational agencies. Some have full responsibility for all public education in their States, at all levels. In some States, higher education concerns are vested in a separate entity, and those for vocational education in still another.

Whatever they are called, if elementary and secondary education was one of their concerns in 1965, it was to them that the U.S. Congress addressed itself when it passed Title V of the Elementary and Secondary Education Act (Public Law 89-10)—Grants to Strengthen State Departments of Education.

The need for such Federal aid had been urged on Congress by an impressive parade of witnesses. The Presidential message on education in 1965 had included this statement:

State leadership becomes increasingly important as we seek to improve the

quality of elementary and secondary education. We should assist the States by strengthening State departments of education in their efforts to:

Provide consultative and technical assistance for local school districts and local school leadership;

Formulate long-range plans;

Expand educational research and development;

Improve local and State information about education;

Identify emerging educational problems;

Provide for the training of State and local education personnel;

Conduct periodic evaluation of educational programs;

Promote teacher improvement courses.

Dr. Donald Emery, an Ohio local superintendent, testified:

I would summarize my general conclusion from my acquaintance with a number of State departments by saying that they, too, often have been agencies to which we account rather than an agency on which we draw. They are woefully understaffed, sometimes incompetently staffed.

Dr. Emery was not carping. He was testifying in favor of an effort to help these agencies reinforce themselves—something they had had little means of doing before. "If this bill can somehow dramatically strengthen the role of the State departments, since they occupy such a key role in this Act," he continued, "this would be a great favor to American education."

The congressional conference report preceding the enactment of Title V had declared "emphatically" that "the alternative to strong State departments of education is an educational lag and a default of leadership

which can only result in a loss to the entire nation."

If the State educational agencies were so important to education, how is it that they were in such a deplorable condition? The answer—or answers—may be found in an exhaustive study made by the Council of Chief State School Officers, begun in 1965 and completed in 1969. The study (made under a contract with the U.S. Office of Education) has resulted in two volumes:

I. *Education in the States: Historical Development and Outlook* and II. *Education in the States: Nationwide Development Since 1900*. The two volumes were edited by Dr. Edgar Fuller, now Executive Secretary Emeritus of the Council; and Dr. Jim B. Pearson, associate professor of history and professor of education at the University of Texas.

The first volume is a State-by-State history of the educational agencies, chiefly since 1900, to 1965. In a paper announcing publication of the first volume, Dr. Fuller generalized some conclusions. "There are wide differences in size and capacity" among the agencies, he explained, but "the generalizations made on the basis of the project reports apply substantially to at least 40 States, and in many instances to 45 or more." These are some of his conclusions:

1. *Most State departments of education have developed slowly from meager beginnings.*

They were established in the 19th century, "but they grew slowly until long after 1900." From 1813, when the first chief State school officer in the nation was appointed (in New York) there was a succession of similar appointments in the States. "But only those in New England have maintained a full time chief State school officer continuously up to the present time." In the others there were periods when there was no such official, and the Secretary of State added school business to his tasks.

Increased educational responsibilities came to the State educational agencies "very slowly" after 1900. "In Connecticut and New Hampshire, for instance, the staffs num-

bered 3 in each State." In New Hampshire, the chief left his administrative assistant and his secretary in charge of the office from Monday morning until the following weekend while he drove his horse and buggy from school to school, showing teachers how to teach.

In Texas, there was "properly speaking" no real State education agency until 1915. In the preceding decade, the department staff consisted, in addition to the Superintendent, of five clerks, a stenographer, and a porter. In 1916, a rural aid law brought reorganization and some additional personnel. The Smith-Hughes Vocational Education Act of 1917, which provided some Federal funds, permitted a further increase, raising the number of professional employees of the department to 29. "For States smaller than Texas," Dr. Fuller remarked, "any field work to provide leadership in educational operations must have been rare indeed."

2. *As cities and large towns grew, their superintendents and school boards became the leaders in education, leaving State departments of education to work in rural areas on educational programs of minimum scope and quality.*

As cities grew, it seemed appropriate for the States to create urban or independent school districts, with little reference to the State departments of education. The school authorities in urban areas, for obvious pragmatic reasons, could deal directly and effectively with the State legislatures.

Even for dealing with their rural charges, the State departments of education (SDE) were poorly equipped. At best they could function only as repositories of attendance and other routine information from local school districts, generally as the basis for calculating State financial aid.

3. *From 1930 to 1960, most SDEs developed more or less fortuitously, being assigned such functions as seemed logically suited to them as the need arose for them.*

The course of American history during that period led to irregular but often sub-

stantial increase in the size and responsibilities of State educational agencies. Such trends and events as the depression of the thirties, the shift from a predominantly rural to an industrial economy, World War II, Korea, technological development and the consequent efforts to expand education responsively, the increasing participation by the Federal Government in the costs and direction of education, all played a part in the spasmodic and irregular growth of the State education agencies.

The means of growth were not lavish. Legislatures were not overly generous in their appropriations for the conduct of agencies which were not glamorous, conspicuous, or, by their lights, particularly crucial. Funds apart, qualified personnel were rare. In 1927, the author of *State School Administration* (Boston: Houghton Mifflin) had written:

The State office has offered no career for anyone, with the result that it has too often been left as a retiring political reward for the old and successful county superintendent. The cities have monopolized the services of the better school men, and the best thought has been spent on their problems. . . . The cities . . . draw the best men to their service, while the State office has commanded but little influence, has been given only very limited powers, and has been shunned by most of the well prepared men in the State.

Thus, even if salary levels and other conditions had been attractive (and for a considerable time they were not—and still may not be in some States) capable recruits were far from plentiful. On-the-job empirical learning-by-doing and inservice training had to substitute for the expertise that experienced professionals may generally be expected to bring to new tasks. Fortunately, the increased "respectability" being given to State education agency careers since the enactment of ESEA has attracted more young educators and has caused schools of education to give increasingly greater attention to State education administration.

The Council's purpose in making this brief and necessarily sketchy summarization of the history of State departments of education has been to provide a base for judging the progress they have made since enactment of the Elementary and Secondary Education Act of 1965, particularly Title V, which the Council believes to be commendable, even if not yet optimum. To paraphrase freely Dr. Johnson's dictum on a dog that walks on its hind legs: the question is not whether it is done well—the marvel is that it is done at all.

At the very same time that the State departments of education were given the relatively meager means of self-strengthening supplied by Title V, they had thrust on them the onerous responsibilities for approving fund applications under most of the other titles of the new elementary and secondary education legislation. Title I, with an appropriation in the neighborhood of a billion dollars, requires the State educational agencies to approve all grant applications: There were more than 22,000 such applications in the Title's first fiscal year. (It is true that the State agencies are allowed one percent of their allotments for administration, but that, as we have pointed out, is not the question: a dog that has not been trained over a considerable period of time to walk on its hind legs cannot do it quickly for a reward of one bone or ten million bones.)

To participate in Title II of ESEA—grants for acquisition of school library resources, textbooks, and other instructional materials—a State educational agency was required to submit a State plan in considerable detail. This title became effective at the same time as did Title I. So did several others; subsequent amendments threw still more burdens on them. Even those titles which did not by statute require a State plan or State approval nevertheless claimed attention and resources of the State educational agency.

Evaluation of progress made by State educational agencies in improving their administrative operations and their services to local educational agencies and the cause of education in general, must be made in the light of these historical facts. And in the light of

these historical facts, the Advisory Council believes that progress has been notable. It believes that adverse criticism leveled at the State agencies over the conduct of such programs as Title I is frequently unjustified. This is particularly true when the criticism is based on reports made by the auditors of the Department of Health, Education, and Welfare which are in the process of being negotiated, as required by the statute, and whose intent is improvement of specific practices where shortcomings are noted.

Statistical Data

The applications made by the State education agencies for basic grants under Title V, and the subsequent reports which they are required to file each year, provide statistical data on the uses to which these grants are put. Table 1 shows funds and the numbers of professional and nonprofessional employees under section 503, Title V, of ESEA, as well as the total number of positions reported by each agency as of June 30, 1969 (the end of the 1969 fiscal year). Comparative figures for the previous fiscal years will be found in the Council's earlier reports (identified in the Preface, footnotes 2, 3, and 4).

The distributions of section 503 funds and personnel by program function in fiscal 1969 are demonstrated in Figures 1-a and 1-b. While there are variations in the distribution among the several States from year to year, expenditures in the aggregate for the various

functions performed by the State education agencies do not show significant differences from year to year (as may be seen from the earlier reports). Attempts to draw philosophical conclusions or to discern trends are unrewarding. (We must exclude the first year of Title V (fiscal 1966) because the appropriation was not available to implement the Act until the fiscal year was nearly half over, and the State education agencies were not wholly prepared to make "normal" dispositions of their allotments.) The 17.20 percent of the 503 funds assigned to "general administration" compared to 16.91 for 1968 and 19.38 for 1967 is not particularly noteworthy. The trends in other functions were similarly unremarkable. A six-point drop for planning, evaluation, etc., from 19.33 in 1968 to 13.38 for 1969 *may* reflect expectation of the separate funding mentioned elsewhere in this report; a corresponding six-point rise in services to LEAs for improvement of instruction would appear to have no relevancy to that line of thinking.

Total Resources of the SEAs

Federal contributions constitute about 41 percent of the total funds spent by the State education agencies—\$107 million out of a total of \$262 million. A summary of distribution of these total resources by object and by function for fiscal year 1969 appears in Table 3.

Table 1.—Employees in State Educational Agencies and Funds Under Title V, Section 503, Elementary and Secondary Education Act, and Total Number of Positions, Fiscal Year 1969, by States

State	Total Funds	Professional Positions	Non-Professional Positions	Total Sec. 503 Positions	Total Positions In SEA
Total	\$23,818,303	1,091.78	963.20	2,054.98	20,468.0
Alabama	478,674	22.40	22.20	44.60	345.9
Alaska	194,000	6.00	6.70	12.70	113.0
Arizona	330,415	7.32	15.35	22.67	142.1
Arkansas	321,146	14.00	6.00	20.00	301.0
California	1,501,919	37.45	34.50	71.95	1,158.7
Colorado	366,381	22.20	14.70	36.90	203.2
Connecticut	367,637	14.00	17.00	31.00	332.8
Delaware	234,006	18.00	12.00	30.00	154.0
District of Columbia	273,711	7.00	12.00	19.00	520.0
Florida	584,050	33.40	28.30	61.70	814.0
Georgia	563,957	35.00	26.00	61.00	1,037.0
Hawaii	281,390	8.00	4.00	12.00	222.0
Idaho	252,955	10.67	8.25	18.92	97.0
Illinois	899,905	39.00	28.00	67.00	981.0
Indiana	438,887	22.10	15.90	38.00	259.0
Iowa	407,518	18.00	13.00	31.00	297.0
Kansas	372,555	20.00	16.80	36.80	166.0
Kentucky	423,991	23.00	23.40	46.40	513.7
Louisiana	443,860	18.00	27.00	45.00	589.0
Maine	265,627	21.00	15.00	36.00	.....
Maryland	473,439	17.00	10.00	27.00	381.0
Massachusetts	518,105	52.00	33.00	85.00	653.0
Michigan	887,409	31.00	38.00	69.00	243.0
Minnesota	490,184	23.00	15.00	38.00	311.0
Mississippi	365,303	15.63	17.26	32.89	298.5
Missouri	499,211	27.70	21.10	48.80	322.0
Montana	244,165	5.44	5.27	10.71	135.6
Nebraska	290,004	14.50	14.50	29.00	154.0
Nevada	184,536	5.60	9.70	15.30	83.0
New Hampshire	222,161	10.25	15.50	25.75	137.0
New Jersey	600,355	21.45	30.25	51.70	674.0
New Mexico	281,258	19.00	18.00	37.00	251.0
New York	1,230,907	44.25	36.25	80.50	2,467.0
North Carolina	522,958	15.50	28.50	44.00	.....
North Dakota	182,608	7.90	11.00	18.90	64.5
Ohio	998,818	40.00	37.00	77.00	624.0
Oklahoma	367,526	16.48	11.90	28.38	219.0
Oregon	353,276	16.00	14.00	30.00	218.0
Pennsylvania	952,100	69.80	25.46	95.26	1,263.0
Rhode Island	245,188	12.50	12.50	25.00	238.0
South Carolina	370,582	39.00	34.00	73.00	293.0
South Dakota	252,579	21.75	14.38	36.13	128.7
Tennessee	461,092	28.00	24.00	52.00	385.0
Texas	1,089,123	42.10	40.20	82.30	831.0
Utah	293,012	12.50	11.75	24.25	155.0
Vermont	199,414	3.60	4.00	7.60	106.6
Virginia	372,676	20.00	12.00	32.00	347.0
Washington	461,967	16.15	14.70	30.85	217.0
West Virginia	321,572	12.50	17.50	30.00	207.0
Wisconsin	470,952	18.43	19.72	38.15	396.2
Wyoming	210,913	9.00	9.42	18.42	120.5
American Samoa	38,380	.....	.....	.....	.....
Trust Territory of the Pacific Islands	68,822	.....	.....	.....	.....
Guam	75,743	1.71	6.24	7.95	298.0
Puerto Rico	218,881	5.50	5.00	10.50	.....

Table 2.—Personnel and Expenditures of State Education Agencies of Funds from All Sources by Program Functions and by State, Fiscal Year 1969

State or Territory	Number of Positions	General Administration	Planning, Development, & Evaluation	Improvement of Instruction	Improvement of Administration	Accreditation, Licensure, & Staff Development	Agency Operated Programs	Other	Grand Totals	Federal Share	State Share	Percentage Federal Share
Total	20,468.0	\$57,722,929	\$22,953,359	\$103,115,327	\$22,473,563	\$18,319,465	\$24,341,056	\$13,491,416	\$262,417,195	\$107,641,800	\$154,775,395	41.0
Alabama	345.9	959,626	360,977	1,816,823	243,731	103,476	418,510	173,101	4,076,244	2,505,797	1,570,447	61.5
Alaska	113.0	424,616	172,866	233,283	471,443	48,728	300,576	0	1,646,502	724,211	922,291	44.0
Arizona	142.1	778,516	143,324	428,390	151,218	82,395	270,038	116,775	1,971,156	1,369,370	601,786	69.5
Arkansas	301.0	1,585,118	0	857,583	321,646	66,735	0	0	2,831,082	1,829,936	1,001,146	64.6
California	1,158.7	1,950,895	1,330,995	5,865,748	1,411,595	2,863,996	3,852,848	3,626,661	20,902,738	7,530,100	13,372,638	36.0
Colorado	203.2	920,687	544,765	839,509	270,995	103,863	462,316	0	3,132,135	1,820,520	1,311,615	58.1
Connecticut	332.8	1,146,328	585,163	2,096,234	161,956	138,337	206,270	4,856	4,389,144	2,191,148	2,197,996	49.9
Delaware	164.0	176,918	252,237	854,584	484,347	104,953	0	0	1,873,639	881,250	992,389	47.0
Dist. of Columbia	520.0	1,808,467	535,261	2,670,369	1,016,777	452,292	99,778	0	6,579,944	3,001,000	3,578,944	65.6
Florida	814.0	2,259,435	852,644	8,830,058	710,109	662,131	1,004,571	203,001	14,521,949	5,282,604	9,239,345	36.6
Georgia	1,037.0	1,704,470	610,838	4,637,848	1,407,076	230,314	1,301,172	0	9,891,718	3,243,588	6,648,130	32.8
Hawaii	222.0	2,035,061	1,947,036	0	0	42,377	0	0	4,024,474	710,006	3,314,468	17.6
Idaho	97.0	272,946	374,009	205,576	199,814	84,380	9,333	108,351	1,254,288	804,172	450,116	64.1
Illinois	981.0	5,446,394	659,099	5,611,124	175,668	277,200	1,516,172	37,758	13,723,415	4,130,729	9,592,686	30.1
Indiana	259.0	432,477	136,480	1,430,345	184,662	150,262	149,744	0	2,483,970	1,472,723	1,011,247	59.3
Iowa	297.0	1,257,295	196,706	1,163,794	75,695	220,092	199,819	141,005	3,254,406	1,635,589	1,618,817	50.3
Kansas	166.0	531,010	0	807,677	269,508	232,376	68,306	0	1,968,877	999,141	969,736	50.7
Kentucky	513.7	1,181,267	109,030	1,709,187	983,218	144,270	0	874,572	5,011,544	2,690,604	2,320,940	53.7
Louisiana	589.0	1,592,512	97,764	2,471,022	836,302	162,647	695,483	0	5,855,730	2,736,749	3,118,981	46.7
Maine	381.0	729,535	758,744	2,140,496	253,274	470,955	252,402	470,346	5,075,752	2,317,745	2,758,007	45.7
Maryland	653.0	892,995	475,915	2,303,465	191,956	76,782	0	1,513,677	5,444,790	1,949,948	3,494,842	36.8
Massachusetts	243.0	1,964,562	470,306	3,182,277	286,196	209,150	0	0	2,424,996	2,424,996	0	40.0
Michigan	311.0	428,435	486,157	2,276,209	376,522	164,503	0	86,252	3,818,108	2,363,836	1,454,272	61.9
Minnesota	298.5	437,351	63,937	1,806,240	193,725	48,610	471,446	0	3,021,309	1,998,611	1,022,698	63.1
Mississippi	322.0	601,323	181,339	1,796,463	198,405	66,736	762,712	163,902	3,770,880	2,184,738	1,586,142	57.9
Missouri	135.6	653,172	212,573	626,186	185,175	32,044	353,055	0	2,062,205	1,269,977	792,228	61.6
Montana	154.0	550,237	205,078	672,809	121,460	100,956	0	0	1,650,540	1,015,070	635,470	61.5
Nebraska	83.0	433,134	182,938	610,329	42,794	59,471	0	0	1,298,666	555,184	743,482	42.8
Nevada	137.0	135,981	80,052	491,857	23,059	45,027	498,372	0	1,274,348	825,550	448,798	64.8
New Hampshire	674.0	2,443,147	996,136	3,707,926	562,755	236,644	799,666	21,776	8,768,050	2,822,028	5,946,022	32.2
New Jersey	251.0	672,074	254,772	797,176	185,164	81,095	558,998	0	2,549,272	1,550,973	998,306	60.8
New Mexico	2,467.0	5,308,186	3,326,969	9,167,197	3,510,669	4,604,295	5,664,774	3,945,761	35,527,851	7,627,842	27,900,009	21.5
New York	64.5	207,117	70,418	297,876	136,180	30,110	0	0	741,701	394,279	347,422	53.2
North Carolina	624.0	1,074,807	456,004	3,546,110	1,217,676	339,167	698,951	0	7,332,705	4,440,064	2,892,641	60.6
North Dakota	219.0	766,831	187,287	941,261	289,314	110,338	14,648	0	2,399,679	1,094,128	1,215,551	47.4
Ohio	218.0	451,779	284,896	1,450,287	428,822	248,144	0	0	2,863,918	1,023,521	1,840,397	36.7
Oklahoma	1,263.0	2,674,644	1,585,649	5,355,251	865,411	1,107,653	275,679	0	11,844,237	4,794,517	7,049,720	40.5
Oregon	238.0	545,952	23,234	839,175	75,468	18,553	653,177	0	2,155,559	1,317,070	838,489	61.1
Rhode Island	293.0	994,851	163,656	2,320,011	452,539	242,532	82,549	89,055	4,284,493	1,963,126	2,321,367	45.6
South Carolina	128.7	414,965	188,280	351,200	341,177	146,648	31,410	0	1,473,680	931,897	541,783	63.2
South Dakota	385.0	1,003,013	253,012	975,905	406,627	66,265	307,229	1,791,465	4,803,516	1,637,377	3,166,139	34.1
Tennessee	831.0	2,310,858	915,770	3,472,474	333,711	494,976	0	124,072	7,611,361	5,296,775	2,315,086	69.6
Texas	156.0	495,319	343,032	1,304,888	118,372	79,053	99,348	0	2,440,512	1,381,831	1,058,681	56.6
Utah	106.5	117,416	217,042	1,087,233	85,248	60,951	23,417	0	1,591,307	753,107	838,200	47.3
Vermont	347.0	679,392	232,270	2,533,893	1,132,876	2,149,859	1,507,512	0	8,235,302	985,001	7,247,801	12.0
Virginia	217.0	1,142,037	481,356	1,210,737	490,331	223,790	0	0	2,548,251	1,506,107	2,042,144	42.4
Washington	207.0	626,403	464,758	779,828	224,162	220,551	0	0	2,315,702	974,282	1,341,420	42.1
West Virginia	396.2	1,741,163	259,014	2,298,658	296,541	98,786	655,901	0	5,348,063	2,826,168	2,521,895	52.8
Wisconsin	120.5	372,008	261,936	864,661	81,974	41,941	26,964	0	1,639,484	851,397	788,087	51.9
Wyoming	298.0	463,205	51,635	1,382,995	0	207,566	54,050	0	2,189,451	1,012,418	1,177,033	46.9

* Estimated

Figure 1-a—Distribution of Funds Under Title V, Section 503, Elementary and Secondary Education Act, as of June 30, 1969, by Program Functions

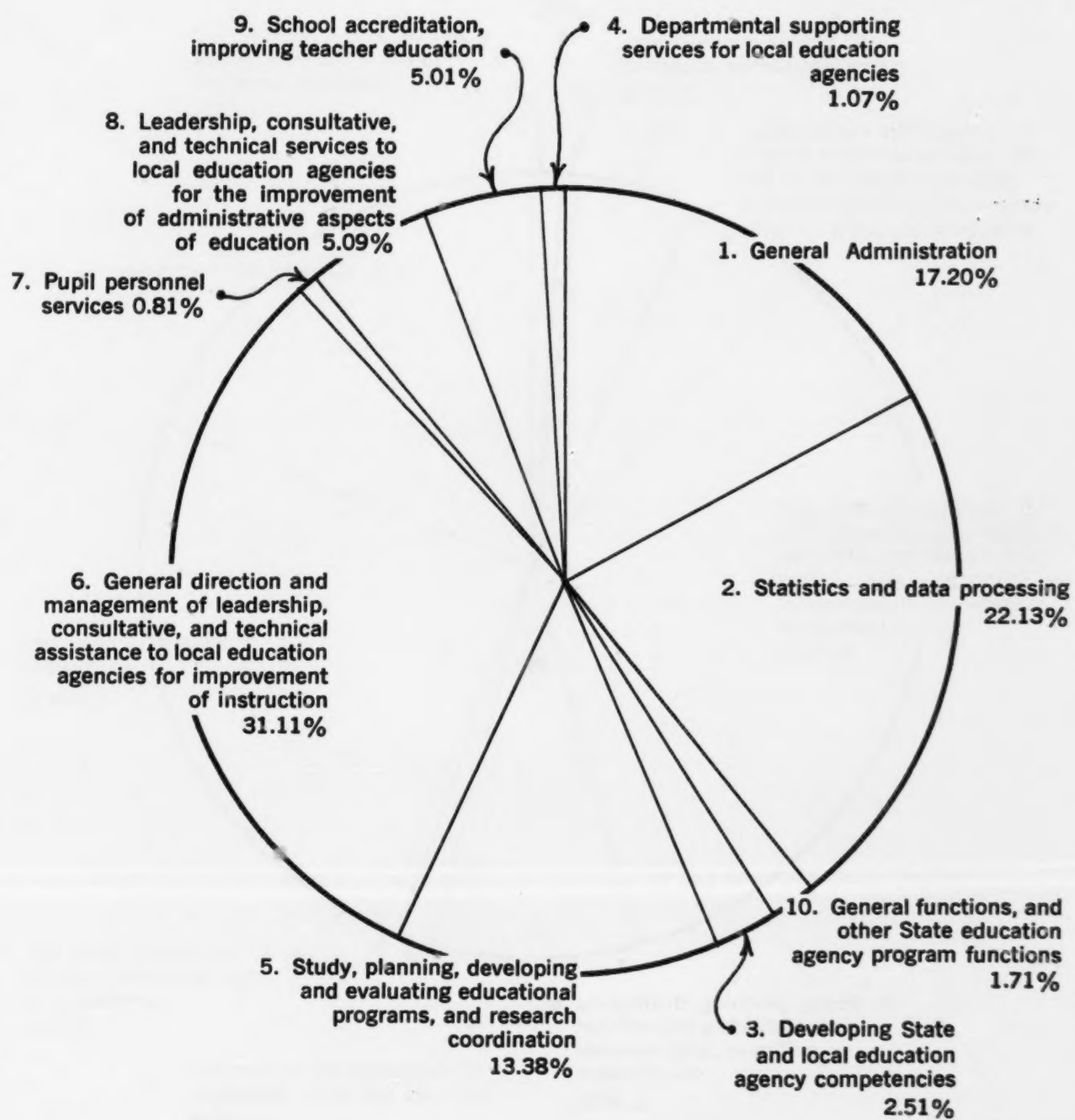


Figure 1-b—Distribution of Positions Under Title V, Section 503, Elementary and Secondary Education Act, as of June 30, 1969, by Program Functions

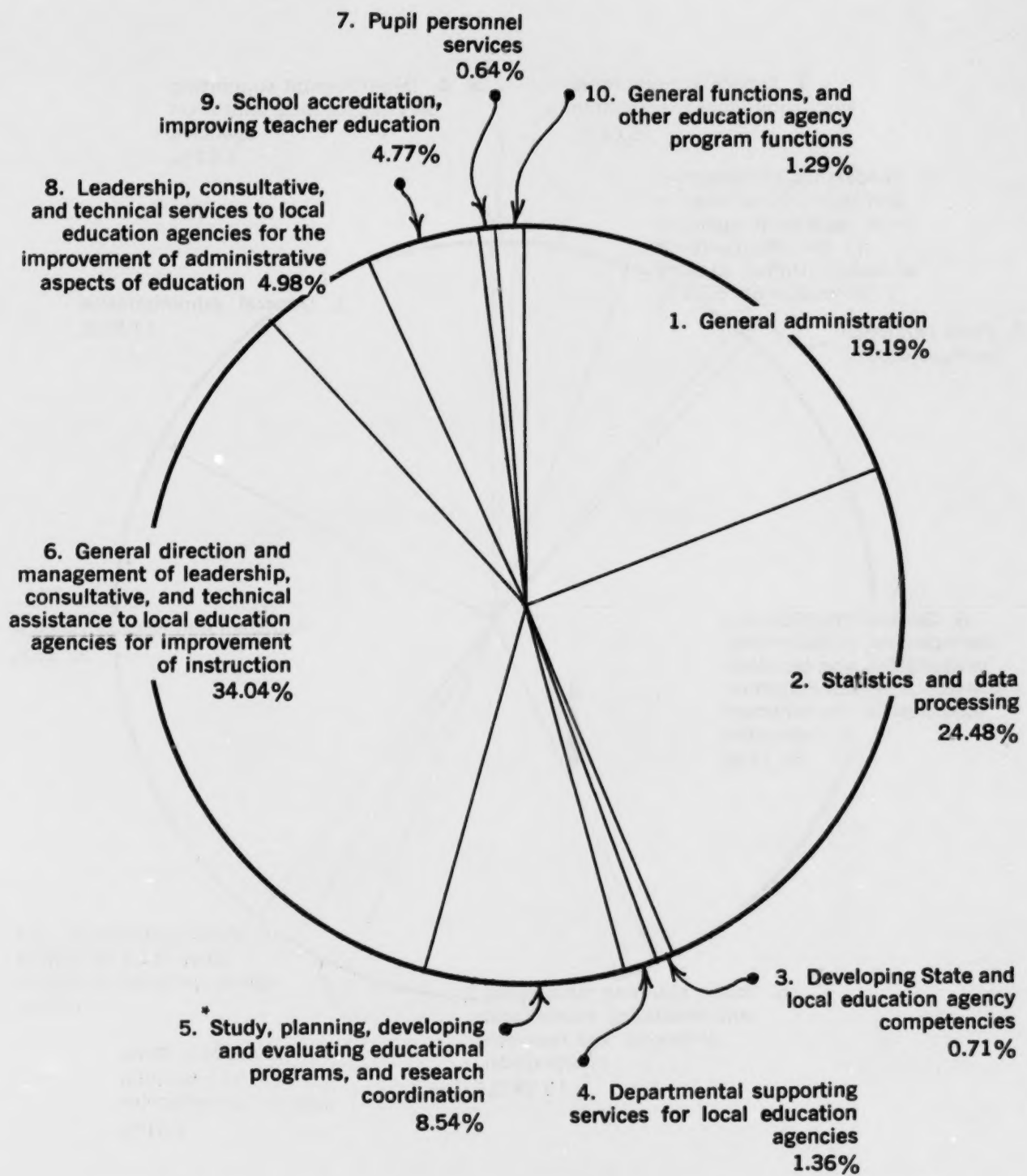


Table 3.—Summary of Expenditures of State Departments of Education of All Funds from All Sources, Fiscal Year 1969

<i>Object of Expenditures</i>	<i>Amount</i>	<i>Percentage</i>	
Salaries	\$162,287,094	61.84	
Contracted Services	28,634,358	10.91	
Equipment	11,334,085	4.32	
Other Expenses	60,161,658	22.93	
Total	\$262,417,195	100.00	

<i>Management Function</i>	<i>Amount</i>	<i>Percentage</i>	<i>Positions</i>
General Administration	\$ 57,722,929	22.00	5,160.93
Planning, Development	22,953,339	8.75	1,534.70
Services-Instruction	103,115,327	39.29	7,957.85
Services-Administration	22,473,663	8.56	1,895.78
Accreditation, Licensing	18,319,465	6.98	1,560.29
Other Agency Programs	24,341,056	9.28	1,656.75
Other	13,491,416	5.14	701.70
Total	\$262,417,195	100.00	20,468.00

<i>Source of Funds</i>	<i>Amount</i>	<i>Percentage</i>	
Federal	\$107,641,800	41.02	
State	154,775,395	58.98	
Total	\$262,417,195	100.00	

State Management Reviews

As we have said in our previous reports, the statistical data cannot suffice for proof of qualitative improvement. For that, other means must be used.

One such means is the so-called State Management Review initiated by the Office of Education and conducted with the cooperation of the State departments of education.

The U.S. Office of Education, too, had found itself suddenly confronted with unprecedented administrative responsibilities when the massive Elementary and Secondary Education Act was adopted in 1965. Faced with a number of discrete and novel programs in aid of education, the Office could only parcel out administrative responsibility on a program-by-program basis. The unit charged with responsibility for a program designed as expeditiously as it could the appropriate application and report forms, the guidelines dictated by the differing statutory demands of each title, and the procedure for monitoring each separate program. It was cumbersome. Not only did each State department have to process a separate set of generally voluminous papers for each program com-

plete with detailed budgets and operational plans and then a similarly laborious report at the end of each fiscal year, it had to expect monitoring or review visits by individuals or teams for each separate program. Progress has been made toward rectifying both the reporting and the review procedures.

For the latter, the Office of Education's Bureau of Elementary and Secondary Education, and particularly its Division of State Agency Cooperation, devised and refined a composite monitoring system.

First it put together review teams of nine or ten specialists not only from the several programs, but from the functional units (fiscal, planning and evaluation, management, etc.). Through months of painstaking preliminary training, briefing, discussion, testing, and development of methods and instruments, the participants were prepared for efficient teamwork. Meanwhile, the State departments were informed—indeed, some of them—chiefs and their staffs—have taken part in the development of the plan—had been visited by the team chairmen, and arrangements made for the review visit at a

time that would insure the widest participation by SEA staff and the least disruption of its operations. The review visit takes a week, with little lost motion and much intensive examination and discussion of methods, procedures and aspirations. At the end of the week, a preliminary report is made verbally to the chief State school officer and his staff and discussed with them before the team leaves. A written report is later sent by the team.

In this manner, State administration of all the Federal programs is studied in one integrated review. Since all the functions of the department are inextricably involved, the visiting team has an opportunity to consider the functioning of the agency as a whole. It is in a position to offer constructive suggestions based on its objective position in relation to the department, on exemplary practices encountered in other departments, and on what it has learned about the "state of the art." The chief State school officers and their aides appear to welcome the offerings, and generally use them in their subsequent operations.

In fiscal year 1969, 13 States underwent such reviews. This year, seventeen more are being visited. Eventually all the States will have undergone the process. At least 100 pro-

fessionals in the Office of Education underwent intensive training for and participate in the reviews, in addition to performing their regular duties.

Findings and Recommendations of Management Reviews

The one consistent discovery that has been made by the review teams is that all State departments of education are in a state of reorganization. This is heartening. It indicates that there is no longer apathy—or resignation to a condition which it was believed could not be changed. Nor is there complacency, which denotes a frame of mind antagonistic to improvement.

With greater specificity, the review teams address themselves to management information systems, to planning, to evaluation, to financial management, to personnel management, to information dissemination, to program coordination, review, monitoring, and reporting; to project development, administration and supervision, review, monitoring, and reporting.

Some typical findings and recommendations of the review teams, in these various categories, but without identification by State, are offered by way of example:

Planning

Findings

The function is in a transitional stage. There is a coordinator of planning and a council, and there has been an initial effort to develop long-range goals.

The department has not yet made plans for providing local educational agencies with planning assistance or help in creating their own planning capacity.

SDE required to submit a 5-year improvement plan to the Board for approval.

No specific planning Office.

Recommendations

The coordinator and council should have a major role in formulation of master plans for the future.

Long-range goals need clearer definition so that operating units can establish program objectives in relation to the goals.

Both department and division short-range objectives should be clarified and expressed in more precise and measurable terms.

Establish an organizational unit attached to the Superintendent's office with the specific responsibility of coordinating the planning function of the department.

Planning (cont.)

Findings

State Planning and Grants Division established by the Governor has line relationships with State agencies, including the State Education Department.

Program objectives of each office have been developed for budget-planning purposes (PPB).

Employs both a full-time planner and a full-time evaluator.

Not all aspects of planning, evaluation, and program development have been integrated fully and satisfactorily into management operations.

Additional school district reorganization through mutual agreement of adjacent districts unlikely; legislation needed.

Involved in large number of special projects.

Has developed 5-year plan to meet State's needs in education.

Recommendations

Provide to LEAs technical assistance in planning.

Redefine program priorities of divisions in order to plan for most efficient service to LEAs.

Revise the existing (basic data) system and devise procedures to use data currently available to obtain adequate information for significant planning.

Without reference to any immediate problems, concerns, or crises address systematically broad areas of education policy.

Involve commission of higher education scholars in treating policy issues and devising broad strategies to deal with them.

Identify broad areas of need among individual pupils and their families, schools as institutions, and school systems; give leadership in finding broad strategies for treating them.

Determine the cost/effectiveness of each alternative, in social as well as fiscal terms.

Expand the metropolitan data system with simulation models to support a systematic effort in strategy planning.

Emphasize planning for legislation.

Classify State and Federal legislation in relation to the State's priority areas of need.

Design an information system to reflect the flow of dollars from each legislative program to common program descriptors.

Consider using a planning, programming, and budgeting system (PPBS).

Devise plans to assure that expenditures from discretionary sources implement a broad program strategy appropriate to the State's needs and priorities.

Planning (cont.)

Findings

Overall planning activities within the department are coordinated by the Office of the Deputy Superintendent.

The Special Assistant for Federal Programs coordinates the planning for federally supported programs.

The major planning activities for the use of ESEA Title I funds (and for other Federal funds as well) are accomplished at the local level.

The department is to be commended for: (1) its efforts to provide continuous planning assistance to local school districts; (2) its interest in developing an intensive needs assessment strategy; (3) its intention to use assessment results as a guide in the utilization of various program funds; and (4) its efforts in assisting 17 southwestern LEAs in self-evaluation and planning.

Statewide study made to assess educational conditions and needs in the State.

Broad ranging and detailed criteria recommendations covering all major aspects of elementary, secondary, and vocational-technical education in the State adopted by the State Board.

There is an Office of Planning and Development directly responsible to the Commissioner.

Recommendations

Take the initiative with local school districts and with higher education institutions to develop plans for new projects which the U.S. Office of Education might support on a comprehensive rather than a program-by-program basis.

Construct appropriate matrices in which program operations are arrayed against program missions and objectives.

Establish management objectives using the program-budget plan as a guide.

Do a cost effectiveness study of some smaller school districts to justify legislation for consolidation.

Develop an approach to planning that would increase the impact of limited resources on critical educational needs. Develop a comprehensive "plan for planning" directed toward strengthening planning capabilities, particularly as related to the coordination of planning among divisions and to long-range planning. Provide additional resources for the planning and direction of the migrant educational program.

Expand and intensify use of criteria recommendations as guidelines or goals for improving education.

Pursue goal to establish vocational education centers.

Continue to press for legislation for redistricting planning and action, to public understanding of the educational benefits of soundly organized districts.

Planning (cont.)

Findings

Planning for vocational education centers has important potential.

Planning for educational service areas has important potential for launching statewide regional educational planning.

Important interagency planning relationships such as that of the Vocational-Technical division with the Cooperative Area Manpower Planning System committees.

Extensive emphasis on meeting Federal program requirements regarding identification and assessment of educational needs.

A new management organizational system for the State Board of Education constitutes the primary planning document and sets forth a long-range goal with specific objectives and alternative procedures for accomplishing these objectives.

Planning priorities categorized as "instructional" and "management."

20-member cabinet serves as the primary planning body.

Central planning unit directly responsible to the Superintendent.

Organizational arrangement presents possible problems in coordinate planning of State and Federal programs.

Immediate planning activity is to translate objectives into alternative program.

Although there is considerable planning within and among administrative units, the department does not have a planning unit as such.

The Review Team concluded tentatively that staff members view a planning unit cautiously because its activities might be too

Recommendations

Continue planning efforts for a statewide structure of intermediate educational service agencies.

Maintain working relationships with the Governor's Planning Office and the regional planning offices.

Appraise the needs for greater planning coordination and determine the needed program and staff linkages.

Consider ways to improve the organizational structure for planning.

Continue to try to convince the Legislature of the need for State support of educational planning.

Obtain consultative assistance in developing objectives and translating these into alternative programs.

Establish written procedures for coordinating Federal and State programs.

Establish a planning executive committee to serve as the planning policy body.

Appoint a team to serve as the central planning staff.

Use the 20-member cabinet in an advisory capacity.

Develop a planning capacity.

Continuously and systematically revise its goals.

Provide the LEAs with planning assistance.

Provide staff an inservice education program in planning.

Planning (cont.)

Findings

far removed from the area of program planning and implementation in each division.

Recommendations

Involve the regional and field staff members in long-range planning. Cooperate with the State Planning Commission and other such commissions to include educational planning.

Evaluation

There have been no specific commitments to delineate an effective means of assessing current educational activities.

There is need for a concise philosophy statement of the precise scope, intention, and direction of the department's evaluation objectives.

The department's evaluation staff should provide technical assistance to the LEAs.

Additional staff is needed to design and implement evaluation instruments as well as to interpret data.

Continuous activities are needed to coordinate areas of mutual concern.

The department should initiate a well-designed process for evaluating Title I to reflect the programs' achievements with respect to State goals and objectives.

The department's general evaluation plan should be refined to assure maximum use of the follow-up data being collected on the 9th- and 12th-grade statewide testing programs.

Awareness of the need to establish competencies in evaluation at the local level has resulted in offer of workshops and technical assistance.

Develop an overall rationale and framework for State evaluation.

Include performance standards and specifications in statements of project and program objectives.

Provide for continuous collection and updating of statewide educational data.

Investigate the concept of evaluation in order to replicate demonstration projects.

Establish a general framework for State evaluation and coordinate the collection of evaluative data.

Pool evaluation competencies.

Evaluation (cont.)

Findings

Recommendations

Review the relationships and procedures for coordinating activities among SDE units.

Allocate funds for quality control, planning, development, and dissemination.

Provide more technical assistance to local education agencies through supervision, workshops, services provided on a regional basis, and publications.

Set up minimum acceptable standards for learner performance around major statewide educational objectives.

Give priority to workshops to develop local evaluation competencies.

Analyze data gathered to insure its validity and reliability.

Consider the feasibility of "independent education audits."

Consider ranking of LEA project types by extent of their effectiveness.

Identify systematically instructional practices that produce predictable outcomes to determine those offering the greatest cost effectiveness.

Consider measuring the overall impact of State and Federal programs through associational studies established on cross-sectional and longitudinal bases to describe the flow of funds and services to pupils or institutions or both.

Develop a management information system that will generate reports of work performed in relation to the agency's management objectives, including (a) performance audits of agency operations, (b) ranking of outcomes of agency activities, (c) determination of most effective management practices, and (d) impact of the management program on local school districts.

Design and carry out a program of technical assistance to local districts in the area of evaluation.

Evaluation (cont.)

Findings

Department hopes to develop a total evaluation strategy capable of determining the cost/ and educational/effectiveness of programs.

Is developing an evaluation strategy for non-Federal programs and responsibility of Administrative Assistant for Implementation and Long-Range Planning.

A statewide departmental evaluation of ESEA Title I accomplished for fiscal year 1968.

A statewide evaluation of the migrant program was done by the Southwest Regional Laboratory.

Evaluation capacity limited.

There is a plan for Office of Research to perform the major evaluation activities for all programs.

Office of Research developing "Model for Evaluation."

Recommendations

Design and implement a comprehensive State evaluation program.

Identify other agencies that can assist in local program evaluation.

Emphasize training of evaluation personnel and advanced training of State and local program officers to use evaluation information in program planning, design, development, dissemination, and replication.

Add technical expertise in evaluation through more staff or the use of consultants.

Do not base program decisions on short-term output evaluations which cannot properly be assessed in terms of total long-range program objectives.

Develop adequate evaluation instruments and procedures for their appropriate use.

Proceed immediately to develop measurable program objectives and alternative procedures for accomplishing them.

Continue third-party evaluations of Federal and State programs and of internal departmental management.

Proceed cautiously to implement educational audits of LEAs until objectives, procedures, and product with respect to program accountability have been refined.

Identify evaluation requirements and plan to make best use of available resources.

Establish priorities among reporting requirements for Federal programs, statewide planning and administrative needs, and services to LEAs.

Establish a theoretical basis and related overall design.

Perform a task analysis of evaluation activities conducted by all units including an assessment of data gathering instruments.

Organize an Office of Research and Management Information to include sections on re-

Evaluation (cont.)

Findings

Evaluation instruments are available for ESEA Titles I and III, the results of which are returned to the LEAs.

Comprehensive Title III evaluation strategy is being developed as a part of the fiscal year 1970 State Plan and should be implemented within the current year.

Some pilot studies in NDEA Title III have been designed to determine the qualitative effects of this program upon the instructional program.

Technical evaluation assistance is available to LEAs for the several Federal programs.

The department has no unit specifically to develop evaluation models and evaluate Federal programs—several units have this responsibility. The evaluation procedures used satisfy congressional and OE requirements in most respects.

Recommendations

search, management information, statistical and computer services, and educational resources and information.

Increase staff and equipment for the Research Office.

Organize the Research Office as a clearinghouse for all research, development, and evaluation resources throughout the State.

Expand potential uses of the Computer Center.

Develop procedures whereby resources of out-of-State research centers can be made readily available.

The Division of Research should work more closely with the department's program offices in designing evaluation strategies for Federal programs.

The department should develop a position setting forth the scope and direction of its evaluation objectives.

The department should further coordinate its efforts in evaluation of Federal programs.

Should increase its staff to supplement efforts in the design and implementation of evaluation strategies.

Evaluation efforts should be coordinated on a departmentwide basis for Federal and State programs and project development activities should be coordinated with needs assessment and evaluation.

If the department's ESEA Title III evaluation design proves effective, it should be adopted and applied to other applicable Federal programs.

There should be a Title I evaluation procedure that is of more practical use in determining the success and appropriateness of each project. A research and evaluation unit should be established.

Evaluation (cont.)

Findings

Recommendations

Inservice education on evaluation processes should be encouraged; objectives should be stated in behavioral and measureable terms.

A research and evaluation unit should be established.

Project Development

Considerable experience in the development of projects at the LEA level.

Informal arrangements between organizational units bring special expertise to bear on specific kinds of project development needs.

Objectives vary widely among the program directors.

Need to formulate an agency rationale for the project development process.

Developing program to assist LEAs more objectively to identify educational needs, to relate these needs to State priorities, and to develop projects or solutions.

SDE has recognized important role of project development in helping to accomplish its goals.

SDE administration has made a clear distinction between the development of goals for education in the States and the need to develop management skills within the agency to accomplish its objectives.

Develop a policy statement on *project development*, clearly defining the agency's responsibilities, the emphasis or priority to be given this activity, and staff responsibilities for its achievement.

Develop criteria, principles, and techniques which prescribe procedures to be used for interdivisional coordination.

Develop objectives to include correlation by program managers of State priorities and Federal programs and provision of data about emerging needs.

Develop organizational charts for each major agency activity requiring extensive interdivisional coordination to establish primary and secondary responsibilities.

Consider the unique requirements of each program for nonprofessional assistance.

Adopt a common definition of "management objective" to insure internal accountability and assist in assessment of results.

Various SDE personnel contact each district several times each year, but these efforts are not coordinated to achieve maximum effectiveness.

Extent of help given to local schools varies among school districts' Federal programs.

A comprehensive school survey has to date provided in-depth information on 67 school systems and has enhanced the department's opportunities to help local districts in program development.

Each local school district is required to develop a one-year plan.

Work more with groups of leaders through regional or multi-district meetings.

Coordinate the visits of personnel who work with local districts and provide an inservice training program to familiarize a greater number of personnel with Federal programs.

Explore the potential relationships of the school survey activities to program development.

Make clear the importance of quality applications and offer resources for technical assistance.

Project Development (cont.)

Findings

Except for ESEA Title III and NDEA Title V-A, little emphasis is given to project development other than the effort to assure that projects meet legislative requirements.

The department is experiencing some problems in coordination of the approximately 90 professional and 75 nonprofessional positions directly supported by ESE programs.

Low salary levels create a problem of attracting and maintaining qualified staff.

Six field consultants are located throughout the State to provide assistance to LEAs.

The department intends to use the ESEA III needs assessment results not only in developing Title III projects but as a guide in the utilization of various program funds.

Effective use is being made of the drive-in conference technique for project development.

The department conducts the project development function through personnel assigned to units responsible for the administration of federally supported programs, through regional office staff, and through the entire professional staff.

Recommendations

Increase efforts to work with those districts which do not actively seek or accept its developmental services.

Devote more of the Federal funds allocated for State administration of these programs to such project development activities as strengthening the monitoring and evaluation functions, strengthening the field staff, and providing additional travel funds to encourage wider use of the department's general consultants.

Give consideration to employing special consultants for planned project development activities.

Establish a procedure for assuring the availability of the more recent evaluative information to project staffs.

Expand to other programs the Title I requirement that an LEA give project prospectus of intent.

Develop a mechanism to assist districts in the utilization of a variety of both Federal and State program funds.

Require project development personnel, in working with LEAs, to examine stated project performance outcomes with respect to educational accountability and reliability.

Reassess the utilization of ESEA Title V funds and determine whether the present pattern is the most effective for strengthening the department.

Give special attention to improving the administrative operations of the migrant program.

The department should continue to engage in intensive project development activities.

For the project administration functions—development, review, monitoring, and reporting—the recommendations call for: 1) better defined objectives, 2) more detailed plans, and 3) continuing current activities.

Project Development (cont.)

Findings

The department provides staff with departmental specialists as needed to assist local districts in project development.

It works closely with colleges and universities in identifying consultants who may be of special assistance to LEAs.

It further supports project development by the issuance of numerous memoranda, newsletters, and guidelines, and by workshops and conferences.

Excellent booklet on vocational program development.

Excellent coordination in developing comprehensive programs for Indian children and between guidance and vocational programs.

General objectives being realized only to a limited degree.

Recommendations

Analyze the considerable amount of pupil performance data available from existing testing programs.

Insist that local agencies analyze student needs as a basis for developing all federally funded programs.

Provide for greater participation by SDE specialists in all federally supported programs.

Project Review

The review process emphasizes meeting the legal requirements and except for NDEA Title V-A and ESEA III, project review appears to be a mechanical operation which offers little opportunity to significantly affect the quality of projects. Each project receives a financial review. The review procedure is informal.

Develop guidelines for project review by program.

Develop a system which will facilitate the exchange of information among the project reviewers.

Involve the Civil Rights Title IV technical assistance program in the review process.

Extend the technical services provided to ESEA Title III by the department's division of research to other programs, particularly ESEA Title I.

No statement of rationale agreed on by all and published as the department's policy.

Project review and approval not mentioned in the new management organizational system report.

No formal procedure for coordinating various units in reviewing and funding local proposals.

Include project review and funding in the new management organizational structure as an important instrument for change.

Move the ESEA Title III needs assessment from the Special Federal Project Unit to the Planning, Development, and Evaluation Unit, and increase its scope to meet the total information requirements for SDE operations,

Project Review (cont.)

Findings

Each unit tends to develop its own rationale for selection, criteria for evaluation, and list of program priorities for funding.

Units utilize services of other SDE professionals, outside consultants, and ad hoc committees.

No one person responsible for coordination, orientation, or inservice training, to provide common rationale for reviewing and funding proposals.

Current resources seem inadequate considering number of proposals.

Little time for SDE technical assistance to LEAs in developing and revising proposals.

Current plan does not spell out that the product of project review should be not only the success of selected projects, but also the success of the overall department efforts.

Proposals are generally reviewed within the unit responsible for administering a particular title.

Excellent design for review of ESEA Title III proposals.

Procedures well delineated; input available from well-qualified persons; thorough and detailed evaluation assured.

Considerable attention given to each project proposal because of small volume.

Letters of intent precede the actual submission of an application, and assistance offered to develop good proposal.

Review and approval process handled by an IDEA committee of key staff members of the Division of Research and Development.

Recommendations

integrating it with the annual local school district report.

Establish formal, written procedures for coordinating review and approval procedures.

Develop a formal procedure for orientation and inservice training of all persons involved in review and funding to encourage a common understanding of the rationale and standards.

Apply the Result/Resources analysis to project review and funding.

Investigate use of regional resources.

Consider staggered submission deadlines.

Develop common definition of evaluative terms, evaluative criteria, and standards of excellence.

Consider a common, agencywide review process.

Review all proposals from a local agency at one time by the same review team.

Assure that regardless of the IDEA committee's response, an applicant may submit an application directly to the appropriate office or advisory board.

Project Monitoring

Findings

Project monitoring through site visitation has apparently not been conducted on a comprehensive or systematic basis. Major problems: the large number of districts conducting projects, the large geographic area to be served, and lack of sufficient staff.

Department personnel are aided by school and university personnel in monitoring local projects.

SDE proposes to exercise its assistance to school districts primarily by program evaluation visits carried out by its personnel and by participating in the school standardization-educational audit program.

No formal definition of either the process of monitoring—techniques, instruments, procedures—or of the expected product and how it may be communicated and used.

SDE units conduct their own visits to LEAs independently; no provision in organizational structure for coordination or any formal training or orientation for monitoring staff.

Available resources do not permit adequate monitoring although much cooperation evident between units.

Visits to LEAs limited in scope and time so complete review of all activities is precluded.

Most visits to LEAs informal, with no present specific objective, procedures, or instruments to accomplish the objectives, and assessment and followup.

Recommendations

Try for a comprehensive monitoring coverage of all programs.

Involve more department personnel in monitoring activities.

Coordinate the monitoring of different programs.

Provide inservice training in project management, particularly in evaluation.

Develop appropriate instruments for the monitoring and evaluation of all programs.

Consider organizing team reviews of all Federal programs in each of the LEAs to improve the pattern of services from the department and bring about a more coordinated program of Federal, State, and local expenditures at the local level.

Relate and limit the type of monitoring services offered the areas of highest State priority.

Require some type of formal preparation for each visit to insure maximum effectiveness and efficient use of time.

Use regional resources such as Intermediate Education Districts, community colleges, to provide more followup and training activities.

Project Monitoring (cont.)

Findings

Management system interprets monitoring not primarily as an inspection but as a service.

Cooperation and coordination exist despite lack of formal procedures.

Monitoring is a minimal activity of the department. Objectives for the function have not been developed nor has a plan for conducting a well-designed coordinated approach to project monitoring.

Considerable attention to developmental activities aimed at long-range improvement in project reporting and information systems.

Revising and reducing the number of report forms, from 800 to 150.

Emphasis on assisting local educational agencies in carrying out their project reporting responsibilities.

No major difficulties with project reporting, but the general lack of personnel and current problems with the electronic data processing system have placed a heavy workload on the existing staff.

Recommendations

Develop a strategy for monitoring which includes: a) a detailed description of the monitoring activities expected of SEA and LEA personnel and consultants; b) a mechanism for coordinating the function among the different programs; c) the development of instruments; d) the identification of manpower requirements; e) an inservice training program on monitoring for SEA and LEA staff; f) identification of ways to secure LEA interest in and commitment to monitoring; g) a mechanism for the feedback of monitoring results to the LEAs and to departmental staff members involved in project development and project review; i) a procedure for evaluating the monitoring function.

Continue to develop information systems covering all major aspects of the educational enterprise.

Continue to assess the kinds of information necessary for effective program evaluation on an integrated basis.

Share information compiled for a given program with department personnel in other programs.

Eliminate duplicate requests for information from local districts.

Expand emphasis on securing adequate and valid information reported on project accomplishments.

The current reporting systems should be carefully analyzed to identify data requirement for project management.

A survey of the current reporting system should be conducted with a view to consolidating project reports, if possible.

Project Monitoring (cont.)

Findings

Data Services aims to "develop a statistics collection and reporting system so that the department will speak with one voice."

Major operational activities designed to satisfy the requirements of the Department of Finance and the State Board of Education.

Data Services limited by: staff, budget, and computer services availability.

Materials prepared and made available to the Director of Community Relations for dissemination.

Three other objectives for data processing being pursued are: 1. a uniform reporting system for the LEAs; 2. the development of a reporting system for the community colleges; and 3. a master plan for data processing.

Data Services reporting system between the SEA and the State Board of Education well conceived.

Concept of the master plan for data processing and uniform LEA reporting should contribute significantly to the coordination of Federal, State, and local planning.

Recommendations

Supplement data services with a reporting system to provide other kinds of information including narrative reports and schedules of meetings to promote the exchange of information and ideas for policy development at both the LEA and the SDE levels.

Involve local educators, parents, and students in information gathering, especially to determine needs; reinforce meetings of this sort now being conducted at the LEA and regional levels.

Design a system of narrative reports and schedules of meetings to provide interchange of information and opinion among the department staff.

Project Administration and Supervision

The department's field consultant service offers assistance to local districts and annually visits local schools. The team reported an "excellent rapport with local school officials by State department personnel at all levels."

Give consideration to an arrangement in which program representatives are physically located with area supervisors and given the same geographic areas of responsibility.

Examine and redefine staff roles and responsibilities as new programs are added.

Utilize the results of the ESEA Title III student needs assessment as a basis for project development among other applicable Federal programs.

Emphasize local project evaluation in project renewals.

Include EEO staff in project reviews.

Project Administration and Supervision (cont.)

Findings

Recommendations

Identify outstanding projects and promising practices as part of the monitoring functions.

Consider more formal methods for reporting results of monitoring visits.

Program Review, Monitoring, and Reporting

The mechanics of moving applications through the review process are well worked out.

An internal model, through its functional organization, draws the services of specialists from the various Offices.

Major problems involve lack of manpower and coordination.

Reporting by local districts to the State appears to be piecemeal.

Program monitoring is performed by P.L. 89-10 staff and specialists who examine reports and make a site visit to every program annually.

"Profiles of LEAs" are being compiled by the Office of Research.

Agree on the areas of highest priority, and support specialists in coordinating and planning their activities within them.

Make greater use of written requests as basis for services.

Coordinate field services to monitor projects.

Help local schools identify their objectives for projects in measurable or observable terms.

Initiate simultaneous evaluation and review of all proposals from a given district, coupled with informal sharing of information among the teams of specialists reviewing the proposals, to strengthen the total package from that district.

Include Title IV (CR) Director in reviewing proposals as well as in coordinating activities.

Develop an overall plan for monitoring, including instruments, an inservice training program, ways to share information among programs, and a guide for use by project monitors on site visits or during examination of project report.

Study total LEA reporting for State and Federal purposes in order to consolidate compatible reports.

Program Coordination

Examples of coordination at the local level include involvement of the Boards of Cooperative Services, of the Title I Cooperatives, and of the accreditation-by-contract procedure.

Services to LEAs are outstanding.

Objectives should be: (a) to describe with appropriate precision the services that are actually being delivered to local agencies, (b) to assess the relevance and effectiveness of those services, and (c) to determine the specific type of services that should be delivered together.

Select a small sample of local agencies and examine in detail all personal contacts and written communications with these agencies.

Program Coordination (cont.)

Findings

Recommendations

Involve selected local administrators and program representatives in assessing the current pattern of SDE services.

Gear the SDE's information system to produce information not only about the characteristics of LEAs but also the types of assistance provided to them.

Explore possibility of placing vocational education under the State Board of Education and the SDE.

Dissemination

The Office of Information has been concerned primarily with public information. In the self-analysis prepared for the review, dissemination was rated as the least effective of all of the management functions considered. This impression is interpreted to mean that presently there is no departmentwide strategy for dissemination.

Dissemination capabilities are decentralized.

Most dissemination activities conducted through person-to-person contacts and consultation, regional or statewide seminars, and publications.

No prescheduling, no budgeting, no effort to concentrate on particular goals or objectives; each unit simply forwards its particular interest.

Excellent assortment of publications: curriculum guides, popular publications, direct communications to educators through the State department newsletters, memos, and the *Chief State School Officer's Letter*.

The educational community appears well informed about current legislation, policy changes, and program techniques and practices.

Informational activities lack focus upon predetermined objectives and audiences, and

Develop a set of goals and plan for effective dissemination.

Use new media to reach public and the schools.

Establish better internal communication.

Increase the use of informed laymen.

Form a dissemination component in the department to coordinate dissemination activities of all State-administered educational programs.

Develop a central program dissemination component under the ESEA Title III State Plan program.

Employ an information director whose training and experience are basically in the fields of dissemination, information, and public relations.

Establish an Information Office budget.

Develop specific program objectives for the Information Office annually, citing publications to be produced and listing all other informational activities.

Provide an opportunity for Information Office personnel to be involved in all SDE planning sessions and other activities.

Consult the information officer about the best means of achieving desired dissemination.

Dissemination (cont.)

Findings

little use made of media and techniques other than publications.

Although objectives of all SDE units are under careful consideration, none are being proposed for dissemination.

Excellent variety of printed materials produced by the small staff meet well-defined criteria such as: clarity, honesty, timeliness, usefulness, format to suit materials and audience, and good selection of audience.

Need for more information personnel recognized, particularly a strong leader with broad experience in all aspects of dissemination, information, and public relations.

Desire to broaden informational outlets through workshops, demonstration projects, conference, radio, and television.

Have general awareness of needs of a broad-ranged information program.

The department conducts its informational activities through the centrally located Public Information and Publications Section and through each of the program operational units. The Information Service sponsors TEAM (Trading Educational Articles and Materials), a group which began with three educational reporters and now has 1,100 participants, including educational reporters from nearly all newspapers in the State.

The department produces an extremely attractive and readable publication circulated to 31,000.

Publications Policies and Procedures unifies

Recommendations

Limit the number of publications, to focus on quality.

Design an SDE logotype to keep the program in the public eye and label the materials as worth reading.

Coordinate the informational activities, including distribution, with those of other departments in the State Government.

Provide more leadership and services to LEAs to help them handle their own public relations problems.

Encourage the flow of information from LEAs.

Provide more visibility to good projects to encourage better voter response and community involvement and to help educators improve their activities.

Make greater use of ERIC as a resource both for the SDE and for community college libraries.

Survey the publications and materials available and catalog the specific types of information.

Develop a system for measuring effectiveness to determine whether target audiences are receiving the information they need, and whether or not they use it.

One of the major objectives of dissemination should be to provide information to LEAs about programs and practices worthy of replication. It is recommended that department design and implement a mechanism which will link project development, review, monitoring, reporting, and evaluation functions in an effort to keep LEAs informed.

Translate department objectives and priorities into an overall information plan.

Begin to consolidate information staff now serving isolated programs.

Dissemination (cont.)

Findings

SDE policies, will serve as an important tool in coordinating publication plans.

Has considered a long-range information plan. While other aspects of the department's programs were analyzed in that booklet, the information function was only superficially treated; needs to be refined and applied to the dissemination process.

Communication about Federal programs is decentralized, although some single publications, conferences, provide information about many Federal programs.

Federal Programs Advisory Committee resulted from merger of committees for programs.

Extensive effort to carry out and disseminate the results of a statewide study of elementary, secondary, and area vocational-technical education.

Pupil Personnel Services Section involved extensively in publishing with most manuscripts developed under contract.

Eleven elementary school guidance demonstration projects funded under NDEA Title V-A.

Little coordination with respect to the identification of outstanding educational practices and promotion of their adaptation.

"On paper" dissemination strategy for ESEA Title III promising; provides for collecting information about educational innovations regardless of funding source, innovative developments in other States, and results of research throughout Nation.

Printed evidence of efforts to interest State legislature and Congress.

Media relations handled through periodic press releases, monthly information packets, and face-to-face—chiefly by publications director.

Recommendations

Hire qualified staff persons to exploit the electronic media.

Place all information functions under a director responsible solely to the Commissioner.

Let the director function as the chairman of a Communication Council to determine, under the authority and with agreement of the Commissioner, what specific tools to use to aid in the realization of State department priorities.

Formulate a departmentwide public information policy with guidelines for achieving department goals.

Identify the publics which the department is trying to reach and the object of the communication.

Define the role of the Publications Section and other units involved in public information, including advisory committees.

Assure the public information director a role in the formulation of policy and direct access to the Commissioner.

Submit to the Publication Section proposals for publications, radio and TV programs.

Submit plans for conferences and workshops for review by a department official having broad administrative responsibilities.

Document the *Education 1967* communication program as a case study and capitalize upon successful approaches.

Explore the application of the local school programs; identify schools meeting the recommendations and use them as examples wherever appropriate.

Consider the departmentwide applicability and feasibility of ideas contained in the State plans for ESEA Title III and vocational education and the master plan for special education.

Include achievement data in descriptions of educational projects, citing the particular

Dissemination (cont.)

Findings

Little evaluation of impact.

Graphics specialist on staff.

Evaluation survey on departmentwide staff meetings conducted; off-site retreats held.

Internal newsletter infrequent and purpose unclear.

Recommendations

conditions which made possible the degree of success attained.

In the dissemination, provide for review of components of project proposals and State plans by SDE specialists.

Communicate the present capacity and future potential of the management information system (MIS).

Incorporate in the MIS comparable data available through the State's testing program.

Use legislator-initiated directives to justify desired personnel levels; communicate with State legislators continually, not only biennially.

Explore the concept of accountability at both the State and local levels, and adopt desirable policies and practices.

Strengthen SDE leadership in promoting (and if necessary assuming blame for the failure of) experimental programs.

Evaluate effectiveness of media usage.

Include in plans appropriate "feedback mechanisms."

Use sounding boards, such as advisory committees or professional groups, to test proposed communication methods, as well as content.

Identify improved ways to make local districts aware of the types of assistance available from the SDE.

Consider possible inclusion of visual illustrations for all manuscripts.

Conduct continuing inservice training in communication techniques.

Undertake a departmentwide study to determine ways in which non-print media can be used more effectively.

Tap the wealth of student talent in the State's vocational-technical schools.

Reassess the intent of the internal newsletter and its usefulness.

Dissemination (cont.)

Findings

The department has an "effective" process for distribution of public and program information. The dissemination function is carried out through the Office of Public Information and Publications and through each unit within the SEA. The OPIP disseminates information to the public and provides technical assistance to department units engaged in preparing publications. Other means of dissemination include an annual conference of division superintendents, monthly regional conferences of superintendents, and subject area and special interest conferences and workshops.

Recommendations

Design and implement a mechanism which will link project development, review, monitoring, reporting, and evaluation functions in an effort to make known what works and what doesn't. The mechanism should provide for production and channeling of documentary information about each management function into the dissemination process.

Organization

Division of Management Services and Special Programs includes a section of Special Federal and Temporary Programs designed to obtain flexibility in meeting the changing emphases and funding levels of some Federal programs. Transfer of programs from temporary to permanent category to be considered on individual basis as appropriations stabilize.

SDE self-appraisal has resulted in a redefinition of its role and a new management organizational system.

Much work remains to be done in installing the management organizational system, establish a PERT system to identify the necessary jobs, shape them into manageable tasks, assign personnel, set completion dates, and establish critical paths of action.

Personnel Management

All employees except the Commissioner are in the classified State Civil Service.

Orientation programs for new employees, and an employee handbook.

Policies and procedures manual under development.

Department library for professional employees.

Departmentwide professional staff meetings regularly scheduled four times each year.

Professional staff development program for additional coursework or inservice activities.

Undertake more staff recruitment with a program delineating the responsibilities of the Personnel Unit and the various divisions of the department, including advertising and developing a brochure describing career service opportunities.

Expand staff development program, and seek legislation authorizing sabbaticals, and authorization for released time with full salary.

Intensify efforts to obtain an adequate salary schedule.

Personnel Management (cont.)

Findings

The salary schedule is foremost among problems.

Limited response by the Legislature to the department's need for new positions.

No full-time professional direction given to personnel management system.

A comprehensive review of personnel management practices and procedures included in the department's 5-year plan for improvement.

Below average in number of personnel compared to other States with same enrollment in elementary and secondary schools.

Staff morale outstandingly high.

Many positions now federally supported should be State supported.

Salary schedule below that of higher education and large school systems in State.

The grant-in-aid policy, the retirement system, and the recruitment of professional personnel appear to be highly effective.

The Personnel Officer in the department has served as a liaison between the Commissioner of Education and the Commissioner of Personnel. Before July 1, 1969, all personnel served at the pleasure of the Governor.

The State department of education personnel office provides for retirement benefits, job descriptions, salary schedules, and staff development.

Established Personnel Management Office.

State Personnel Office's services are available and SDE personnel are part of the State Personnel Classification System.

Any changes in organizational or staffing pattern rest ultimately with the State Legislature.

Recommendations

Provide full-time professional direction for personnel management system.

Continue to work closely with the State Civil Service Commission to improve personnel practices and procedures.

Reexamine the placement of the personnel function.

Reexamine salary schedule to ascertain whether present salaries are sufficiently competitive.

Inventory staff development needs.

Evaluate the personnel program.

Reexamine method of recruiting minority group employees.

Involve the CRA Title IV personnel in inservice training programs, especially in the area of intercultural education.

The planned personnel handbook should be completed.

Continue to request an improved salary schedule and additional job positions.

Develop a system of personnel orientation (currently done informally).

Adopt a sabbatical leave policy (the department has an effective grant-in-aid policy for the staff).

Examine the disadvantages that other State departments of education have found in statewide personnel systems.

Continue to request additional job positions and an improved salary schedule.

Personnel Management (cont.)

Findings

Some nonprofessional orientation and inservice training is provided through contract.

No formal policy but professional personnel are encouraged to continue their professional training on a part-time or short-leave basis.

Study conducted to establish a salary schedule for both professionals and nonprofessionals resulted in an 11 percent teacher-salary increase request pending before the State Legislature.

Developed a handbook for orientation and inservice education, and a procedures manual to provide uniformity in office functions.

All recommendations made by the 1967 Title V, ESEA, Review Team have been carried out or are well underway.

Personnel Section, 2 years old, has full responsibility for recruitment and employment of SDE support personnel and serves in an advisory capacity in recruitment and employment of professional personnel. It is responsible within the department for implementing statutes and regulations relating to personnel. Nominally responsible for staff development but no organized plan for staff development is in operation although plans have been submitted to the State personnel director. LEAs and universities can offer better salaries than the SDE. Recruitment of nonprofessional personnel appears to be an even more critical problem than the recruitment of professionals.

Personnel and Community Relations Section with a full-time personnel director, though position unfilled.

Goals include increased personnel services to department employees, and additional guidance and direction to upgrade personnel management at LEA level.

Proposes to obtain reliable and valid information for decisionmaking, including data about LEA personnel; to assist LEAs in improving communications between school ad-

Recommendations

SDE must find ways of attracting professional personnel. Salaries should be competitive with those offered by the universities and counties. A uniform pay scale throughout the entire educational establishment would be ideal.

A strong staff development program coupled with the accessibility to the State university should be definite assets in recruiting. It is recommended that consideration also be given to providing inservice training within the department, with an emphasis on new management techniques.

Recruit and select a personnel director as soon as possible so that personnel management planning and objective setting is incorporated into the overall reorganization.

Develop a "staff profile analysis" regarding current staff age, education, experience, length of service, years to retirement, etc., as a basis for evaluating strengths and weaknesses.

Consider consultative services to provide staff training in management techniques such as

Personnel Management (cont.)

Findings

ministration and local Board of Education; and to improve efficiency and effectiveness of SDE personnel practices.

Salaries established by State Civil Service Commission in accordance with statewide standards; large number of positions receiving salaries lower than comparable ones at LEA and college levels.

State Legislature reluctant to create permanent staff positions for Federal programs so personnel given indefinite appointments of up to 2 years.

Three commendable positions: An ombudsman to serve as a link between the educational community and general public; public relations officer to improve coverage of school objectives and accomplishments; and community relations officer to coordinate activities between the local communities and the education program.

Recommendations

planning and communications, to assist in the development of the "management by objectives" concept.

Consider a system of sabbaticals and inservice training opportunities, to counteract the salary differential and improve staff morale.

Financial Management

Recognizes need for change in accounting operations, and has added an Assistant Director for Budgeting and Reporting, to implement computerized accounting system.

Financial management and fiscal record-keeping need further development.

Retain an outside consulting firm to assist in implementing the new accounting.

Place all accounting operations under the control of the Division of Departmental Administration, though satellite accounting personnel need not be physically relocated.

Disseminate and coordinate fiscal regulations and policies with the Accounting and Budgeting Units.

Specify in writing that interpretation of the fiscal regulations and procedures is the responsibility of the accounting unit.

Establish an Inhouse Audit Group to conduct LEA audits and provide assistance to LEAs in the audit function.

Prepare audit guidelines for use by local CPAs.

Financial Management (cont.)

Findings

Centralized financial management responsibility.

A study of State accounting procedures is being made by consultant firms.

Increasing consideration to program budgeting.

Commendable financial management assistance to LEAs through annual workshops for local fiscal personnel and development of guidelines for local district fiscal administration.

Published instructions to assist the State auditors and CPAs in auditing LEAs.

State auditors and department personnel accompany Federal auditors to LEAs.

Semiannually conducted time-distribution studies of staff members in the Administrative Services Section.

The most important financial control continues to be the State Budget and Control Board.

A Planning and Grants Office has been created in the Governor's Office.

Financial management is not collectively staffed and organized; accounting is decentralized.

Program-type budget and changing to a program accounting system.

Office of Management Information.

Considering letting a contract for revising the accounting system and developing computer programs for handling it.

Records of equipment inventory inadequate.

Recommendations

Further modernize accounting procedures, making more extensive use of electronic data processing.

Study the potential advantages of and initiate program budgeting.

Determine the information needed to meet requirements of BOB Circular A-87.

Continue efforts to obtain legislative approval to prepare a unified budget for salaries and other expenses of all employees, whether supported from State or Federal funds.

Centralize financial authority and responsibility within the Office of Finance.

Study administrative costs to identify those related to Federal programs as required by BOB Circular A-87.

Establish a proration and cost-finding process so that individually funded Federal programs will be accounted for separately.

Maintain separate accounts for each program and for each separate notification of grant award.

Have program directors participate in budget preparation.

Reports of expenditures should show the budget or source of funds and remaining balances to assure budgetary control.

Record grant awards in some centralized accounting system to permit immediate and visual checks on fund availability.

Maintain adequate inventories of equipment.

Financial Management (cont.)

Findings

Federal elementary and secondary education programs are presently managed financially from two divisions: the Division of Finance and Administrative Services handles ESEA Titles I, II, III, V, and the Civil Rights Act Title IV while the Division of Instruction is responsible for NDEA Titles III and V-A.

The department's financial management concepts are generally good and conducted in an acceptable manner. State's reports to the Federal office are timely and the absence of major fiscal audit exceptions is noteworthy.

The financial management activities of the department are the responsibility of the comptroller.

The Division of School Finance is responsible for prescribing uniform accounting procedures at the county level, for the approval of county budgets, and for the development and implementation of improved financial management techniques at the county level.

The Information Systems Section provides data processing and other computer services in financial management.

Fiscal management duties are: project review, audit of monthly expenditures reports, reconciliation of annual reports of expenditure, cash advance control.

Provision of financial management services to LEAs with respect to Federal programs was not mentioned as a significant activity of the comptroller's staff.

Recommendations

The Division of Finance and Administrative Services ought to manage all Federal programs from the fiscal standpoint.

The internal auditing staff should be enlarged to conduct the increased number of Federal project audits on a more timely basis.

The audit instructions should be brought up-to-date.

The department should take immediate action to involve the appropriate agencies in reaching a decision on the question of audit responsibility.

An office or position should be established which would provide interpretations and guidance to SEA and LEA personnel regarding financial management requirements.

Program personnel should be provided with financial documents needed to respond to inquiries, and program managers should be receiving timely expenditure reports to enable them to monitor projects satisfactorily.

Cost allocation capability will be necessary in the implementation of BOB Circular A-87.

The activities of the Division of Finance, with respect to the improvement of financial management of State and local funds at the county level, should be expanded to include Federal programs.

Financial Management (cont.)

Findings

The division has developed exemplary advance funding accounting techniques which implement the Office of Education's letter-of-credit procedures at the county level.

Function assigned under new Associate Superintendent, Management Services/Program Support.

Educational Fiscal Management Services Section responsible to review and improve present fiscal reports, develop better rapport with program staff, and expand fiscal services and increase capabilities to provide additional guidance to LEAs and to develop more capability for contract negotiation.

In prior reviews and HEW audit reports, only a few deficiencies noted and these have been, or are being, corrected.

Accounting staff provides some input to the program officials regarding budget development.

Recommendations

Establish specific objectives to strengthen the role and relationships of the fiscal capabilities within the department and with the LEAs, study the current services provided, and determine potential areas requiring improvement, and resources available.

Continue working with HEW Audit Agency to upgrade audits of LEAs performed by independent accountants.

Expand present SDE role in working with LEAs to include the development of model accounting systems, budget preparation and presentation, financial controls of projects, and general assistance in all aspects of financial management.

Provide for the professional staff necessary to handle internal reporting, assistance to LEAs, relationship with independent accountants, and internal audits.

Flowthrough Funds for LEA's

In section 503, Title V, the Elementary and Secondary Education Act of 1965 suggested 10 (later 13) areas in which the State departments of education might use their basic Title V grants for self-improvement. In the 1967 amendments to the Act, Congress added a 14th paragraph, this one not a suggestion but a mandate: To secure any of its Title V basic grants, a State must include in its application "a program . . . for distribution in the State in an equitable manner on the basis of need among local educational agencies, within the State," at least 10 percent of its allotment for "any of the purposes

of this title as applied to a local educational agency in lieu of a State educational agency."

The language—"in an equitable manner on the basis of need"—created a difficult task for the State agencies in setting criteria and determining priorities. Clearly, making across-the-board distribution would not only not satisfy the requirements but would so fragment the funds as to render them valueless.

Nevertheless, the evidence appears to indicate creditable utilization in general, despite the lack of ample time for preparation or opportunity for planning. One State reported grants to LEAs for:

- Planning of cooperative regional educational services (4) ;
- Study on decentralization ;
- Exemplary early childhood program ;
- Policy and routine manual for school libraries.

Another State made seven grants for leadership development for administration. Another made six grants for projects in comprehensive educational planning, and one for dissemination. Other grants included :

State A.

- Student-teacher centers (3).
- Supervising teacher of teachers (2).
- Work-study coordination.

State B.

- Curriculum planning (3).
- Educational administration (2).

State C.

- 15 projects for "a variety of educational problems."
- Six in educational planning.

State D.

- Inservice education and training in management and supervision techniques.
- Studies of curriculum and facilities needs with long-range goals.
- Development of educational programs for ETV.

State E.

- Partial implementation of pupil information system.
- Planning committee for non-graded continuous progress program.

State F.

- 13 curriculum improvement projects.
- Early childhood education.

State G.

- Cooperative school standardization and evaluation project.
- Vocational inservice training.
- Implementation of individualized instruction.

State H.

- Curriculum improvement (5).
- Educational administration and planning (2).

- Teacher certification (2).

State I.

- School finance study.

State J.

- Model of educational needs assessment program.
- Design for PPBS for unified school districts (3).
- Design for reporting eligibility count and program improvement (Title I).
- Desegregation workshop.
- Reading project for beginning reader instruction.
- Development of educational information system.
- Model educational objectives budget system.

State K.

- Pre- and inservice workshops (2).
- Curriculum improvement (3).
- Research and experiment in new methods, materials, concepts (21).
- Dissemination of new methods, materials, concepts (2).
- Consultation on planning new or remodeled facilities.

State L.

- Problems of district consolidation (5).

State M.

- Curriculum improvement (4).
- Leadership development (11).
- Dissemination.
- Evaluation.
- Planning (3).
- Consolidation.
- Teacher education (2).

State N.

- Evaluation of curriculums and facilities for new junior-senior high school.
- Instruction by film and in film-making.
- Health education (2).
- New student program for "environmentally disadvantaged" (2).
- Teachers' workshop on conservation (2).
- Individualized instruction for rural students.
- Dropout prevention program.
- Future teacher program.

- Diagnostic remediation center for learning disabilities.

State O.

- Curriculum improvement (6).
- Planning project (2).
- Teacher education.
- Leadership development (3).

State P.

- Long-range assessment and development of education resources.
- PPBS.
- Improving reporting and communication among LEAs, intermediate units, and SEA via ADP system.

State Q.

- Educational planning (2).

The annual Title V reports by the States to the Office of Education varied in their treat-

ment of these flowthrough funds. Some reported the projects voluminously and in detail. Others made terse reports—limited simply to the subject of the project and the amount of the grant.

The ESEA amendments now before the Congress include provisions repealing paragraph 503(14) which requires the flowthrough, and substituting for it a new part (B) authorizing a separate program of grants to local education agencies to do for them what the original Title V (which would now become Part A) was designed to do for SEAs. The language is virtually identical in both parts. A 15 percent special grant reserve, similar in intent to that of section 505, which is discussed in the next section of this report, was first proposed and then rejected.

Special Project Grants

When ESEA was enacted, section 505 provided that 15 percent of the Title V appropriation should be used by the Commissioner of Education to "make grants to State educational agencies to pay part of the cost of experimental projects for developing State leadership or for the establishment of special services which . . . hold promise of making a substantial contribution to the solution of problems common to the State educational agencies of all or several States."

In the 1967 amendments already mentioned, the 15 percent special grant reserve was reduced to 5 percent. (The difference is—not entirely by coincidence, the legislative history indicates—precisely the percentage for the LEA flowthrough discussed in the preceding section.) The amendments now pending would repeal the flowthrough in favor of separate funding, as mentioned above. The Council endorses the concept of reserving special project funds for support of interstate experimental endeavors. The following pages exhibit the results of projects thus far

completed, and the progress of those now under way. The Council supports the continuation and enlargement in the future of section 505.

Cooperation for common ends

Not surprisingly, State departments of education find that many, if not most, of their problems are shared by their counterparts in other States. By pooling their experiences, they are able to build upon their mutual efforts and to learn from the experience of others to avoid making many of the same mistakes.

In its 4-year history, Section 505 has supported 59 multistate projects through grants totaling over \$12 million.

The interstate projects have varied in scope and length, but all have aimed to improve the States' abilities to carry out their responsibilities for education, whether by shedding new light on an instructional concept

Fiscal Year	Amount Appropriated	Amount Granted
Total	\$13,287,500	\$12,487,432 ¹
1966	2,550,000	2,549,996
1967	3,300,000	3,300,000
1968	4,462,500	4,402,124
1969	1,487,500	1,487,500
1970	1,487,500	747,812 ¹

¹ As of March 15, 1970.

or developing a complex system to modernize management practices. Sparked by immediate needs, the projects generally have attacked the kinds of problems that, without constructive change, might plague State education departments in the future.

As will be seen, the States that join to collaborate in a section 505 project are in some instances geographically contiguous and in others moved by common functional concerns having nothing to do with geography. To receive section 505 funds, one State agency agrees to assume administrative responsibilities for the project and applies for a grant on behalf of itself and the other participating States. Seventeen States served as administrators for the 31 projects active during fiscal 1969 and 1970. Education agencies of all the States and other jurisdictions, however, were involved to varying degrees in the activities of one or more projects.

Among the first problems tackled by the States with section 505 funds were future designs for education, curriculum development, assessment, school district organization, public information and communication, and teacher education and certification. Most of these projects were active for a little over 3 years and were among 10 that ended in fiscal 1969 or the first quarter of fiscal 1970.

Three long-term projects initiated in the earlier years of the program are still in operation. These deal with educational information systems, interstate teacher certification, and international education. Summaries of the terminated and ongoing projects appear in the following pages.

Section 505, ESEA Title V, Project Abstract

DESIGNING EDUCATION FOR THE FUTURE: AN EIGHT-STATE PROJECT

December 1965-June 1969 \$1,288,256

Administered by: Colorado

Participating States: Arizona, Idaho, Montana, New Mexico, Utah, Wyoming

This project aimed to encourage statewide planning for effecting improvements in the educational organization and program and, ultimately, to strengthen the State educational agencies in the participating States in the light of foreseeable developments in society.

Eight area work-conferences, all but the seventh producing an important conference report, included:

1. Prospective Changes in Society by 1980 (June 1966);
2. Implications for Education of Prospective Changes in Society (October 1966);
3. Strategies and Procedures in Planning and Effecting Needed Changes in Education (April 1967);
4. Cooperative Planning for Education in 1980: Objectives, Procedures, and Priorities (November 1967);
5. Emerging Designs for Education: Program, Organization, Operation, and Finance (March 1968);
6. Planning for the Effective Utilization of Technology in Education (May 1968);
7. Training session on the systems approach to practical problems of planning (November 1968);
8. Governors' Conference on Education for the Future (December 1968).

The seven reports have been widely used both within and outside the participating States. When the project's supply was exhausted, Citation Press reprinted all the publications and distributed them commercially.

Feedback and recommendations from the area conferences were obtained in each State from published copies of the reports, reactions of State participants, and from a series

of meetings held to discuss information and concepts considered at the conference.

A final project report included an evaluation of seven of the States' programs by outside evaluators. In addition, a number of filmstrips dealing with planning were produced.

Among the lasting contributions of the project are the published conference reports, the establishment or strengthening of an educational planning capability in several State agencies, and the development of a Master Plan for education in Nevada. The external evaluation noted:

. . . in nearly all States there is apparent a substantial improvement in self-improvement by members of the State education agency. This is paralleled by much positive gain in the perception of that agency by political as well as by lay and professional leadership. . . Considering the problem [relating to the differences among the States it] can be concluded confidently that *DEF* has made an important positive difference.

Section 505, ESEA Title V, Project Abstract

FACILITATING DESIRABLE CHANGE IN THE EDUCATIONAL PROGRAM FOR CHILDREN AND YOUTH (REGIONAL CURRICULUM PROJECT)

January 1966–February 1969 \$1,020,623

Administered by: Georgia

Participating States: Alabama, Florida, North Carolina, South Carolina, Tennessee

The project sought to identify and examine the roles of State departments of education in providing instructional leadership and services to local schools to facilitate desirable change in the educational program. Four school systems in each participating State, representing a spectrum of size, socio-economic conditions, rural and urban communities, and other differences served as laboratories to assist State department personnel in a study of their roles in helping schools to accomplish their objectives.

Among areas selected for cooperative study

by the State departments were: (1) consultant services to local school systems; (2) development and utilization of curriculum guides and course-of-study materials; and (3) utilization of communications media. Major status studies included:

Consultant Role Study. Structured interviews with 30 curriculum consultants were conducted in each State department of education by State project coordinator.

Attitude Survey. Questionnaires were sent to superintendents, central office personnel, principals, and local school professional personnel in the six States asking their opinions of current and prospective roles and services of State departments of education.

Curriculum Guide Study. This study aimed to describe the process for developing curriculum guides in the six States, from recognition of need through distribution and utilization, and to identify factors influencing the use of curriculum guides by school personnel. Interviews with department leaders were conducted to identify typical decision-making, writing, and distribution procedures.

English Curriculum Guide. English consultants from four State agencies developed a curriculum guide (prekindergarten through grade 12) that uniquely correlates three major study areas: language, composition, and literature. Several monographs and television tapes were produced.

Research Role Study. This study was designed to identify ways in which research staffs might contribute to the effectiveness of State consultants, to define the role of a department research staff, to share results of recent research efforts among State departments, and to provide for continued sharing of research findings. The study could not be completed before the project ended, but several States are pursuing its objectives.

Consultant Use of Media. This unfinished study attempted to identify the media available to State consultants, determine

their accessibility and extent of use, and ferret out problems hindering more extensive use.

Local School Projects and the Role of the State Department. The participation of 24 school systems provided opportunities to study the work of State departments in helping local districts change their educational programs. Reports were published on local projects in Alabama, Florida, Georgia, North Carolina, and South Carolina.

Several status studies were conducted in individual States: *Teacher Aides* in South Carolina, *The County-Level Supervisor* in Florida, *Innovative Programs and Practices* in Alabama Public Schools, and *Attitude of the Department Toward Itself* in North Carolina.

Three summer regional workshops were held for approximately 100 State department curriculum consultants and others to examine the results of the interviews and attitude studies. Ten topical workshops provided inservice education centered around topics of special concern to State department personnel.

Significant contributions are suggested in the project's final report *Impact of the Total Project*. Among these are: increased interest among the States in a regional approach to solving common educational problems, awareness of the need for continuous review of consultant roles in improving curriculum, and use of new approaches to providing technical assistance to local school systems, including development and use of television tapes, new research techniques, and graphic arts.

Section 505, ESEA Title V, Project Abstract

PROJECT PUBLIC INFORMATION FOR IMPROVEMENT OF COMMUNICATION AND PUBLIC INFORMATION PROGRAMS FOR STATE EDUCATIONAL AGENCIES

December 1965–April 1969 \$1,200,674
Administered by: Wisconsin

Participating States: Colorado, Florida, Hawaii, New York, Washington, West Virginia

The project was designed to assist State education agencies in improving their effectiveness in communicating the condition, progress, and needs of education. Project goals were to assist States to develop policies concerning the State department role in public information; train personnel in public information services; improve and evaluate existing communications practices and develop new techniques; undertake communications research and secure current information for State agencies; provide services to local schools; and exchange information with other States.

The project undertook a wide variety of activities to assist the State departments in making better use of all means of communication, and in the development of new and improved methods of reaching education's many publics. Pilot projects in student involvement enabled students in four States to participate in activities designed to inform them about the role of the public schools and to enlist their support as a "concerned public" of education. Several national conferences were held, including a philosophy colloquium on communications and education and a conference emphasizing the need for improved graduate school instruction in educational public information. A survey of chief State school officers and others provided benchmark data on prevailing attitudes and programs. Consulting services of national and area staff members as well as national authorities in various fields were provided to State departments which needed to develop public information programs and to those with particular problems.

Before the project ended, it had made available to each State department of education in the States and other jurisdictions a comprehensive file of exemplary materials, guides, samples, and texts. Though the project director returned to the campus, other members of the project staff joined State education agencies.

Section 505, ESEA Title V, Project Abstract

NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

February 1966–September 1969 \$1,192,630
Administered by: Rhode Island
Participating States: Connecticut, Maine, Massachusetts, New Hampshire, Vermont

This project involved the six New England States in development and application of assessment instruments and data collection procedures, and the development of compatible data processing systems in the several State agencies. The objectives of the project were to: help local educators identify problem areas; initiate remedial procedures and measure progress; provide means for local systems to interchange information and ideas; strengthen local control by providing a source of adequate facts for decisionmaking; facilitate interstate communication; enable State departments to make available to local school systems their research facilities; and increase the information banks of the State agencies.

The project produced substantial results in a number of activities relating to assessment and evaluation. A guidelines study undertaken early in the project to assist teachers and administrators in the assessment and evaluation of programs produced several publications. Teams surveyed ESEA Title I programs throughout New England. Three films describing some of the most innovative programs were produced and made available to commercial and educational outlets.

Inventories were made of the reading achievement and science knowledge of third-grade and terminal high school students, respectively. Test instruments in these areas were developed and administered. A study of the use of teacher aides was conducted, and an extensive compilation of staff data for New England schools was completed for 1966 and 1967.

Consultants wrote guidelines for the preparation of new social studies programs. A guidance study appraised available guidance services and perceptions of guidance throughout New England. The results are for use of guidance counselors, school administrators,

and college personnel engaged in preparing guidance counselors. Nine carefully selected innovative practices—three in school administration and organization, three in curriculum, and three in the use of technology in the classroom—are described and evaluated in *Innovative Practices in New England Schools*.

Each State developed a data system for storage and retrieval of educational information. A central storage bank for educational data was established in Massachusetts with that State's Department of Education acting as a service agent in compiling and distributing regional data on pupils, professional staff, curriculum, fiscal services, and physical plant, at all levels of school organization.

Frequent regional conferences brought the results of major project activities to key school leaders throughout New England. Project films were shown on educational television. Publications have been distributed to all States. The *Guide to Assessment* has had a national distribution of over 30,000 copies. The *Teacher Aide Study* also has been in great demand.

An independent team was contracted to evaluate the project's total impact. This team made a thorough inquiry into project activities and results through interviews, analysis of products, and observation of State agency activities related to those of the project. Team findings are reported in *An Evaluation of the New England Educational Assessment Project*.

A second evaluation was made by each participating State. The agencies involved felt generally that none would have undertaken such activities alone and that each gained new resources for decisionmaking that otherwise would not be available. Sharing personnel among the States was considered to have been of particular value. Identified as an especially significant product was the *Guide to Assessment*, now being used widely in the schools of each State.

Each State singled out different aspects of the project as meeting its special needs, including the wealth of information provided in the *Staff Data Collection* and the *Teacher*

Aide Study (Connecticut), the new working relationships among the States (Maine), early sophistication in data processing and computerized information (Massachusetts), evaluation of local ESEA Title I projects and the *Teacher Aide Study* (New Hampshire), and added consultant help in subject areas such as science, guidance, and social studies (Rhode Island).

Section 505, ESEA Title V, Project Abstract

MULTI-STATE TEACHER EDUCATION PROJECT (M-STEP)

December 1965–August 1969 \$727,490

Administered by: Maryland

Participating States: Florida, Michigan, South Carolina, Utah, Washington, West Virginia

To strengthen the role of State education agencies in teacher education, this project emphasized improvement of professional laboratory experiences in teacher education and development and use of educational media, in particular videotapes, and their application to student teaching.

Major undertakings included experimental utilization of television in various kinds of professional laboratory experiences; development of various types of student teaching centers; exploration and establishment of new means of improving cooperation and communication among SDEs, colleges and universities, local school systems, and related professional associations for improvement of professional laboratory experiences; and promotion of interstate cooperative efforts to improve significant aspects of teacher education.

Under State department leadership, Florida made an extensive analysis of capabilities and needs of professional personnel as a guide for planning programs of teacher preparation and growth. Maryland developed a demonstration center for student teaching. Michigan set up regional centers for coordination of laboratory experiences in teacher education. South Carolina developed videotapes as resource aids in student teaching programs. Utah focused on the use of instructional

media for preservice and inservice education. Washington developed cooperative programs of teacher preparation among school systems and higher education institutions. West Virginia established a pilot center to coordinate efforts of teacher education institutions and local school systems.

An especially significant concept to emerge from the project was the teacher education center, reported on in a separate monograph. Located in a public school, the teacher education center involves college personnel, school teachers and supervisors, pupils, student teachers, and State department personnel in designing laboratory experiences of high quality for both student teachers and students. At least one such center has been or is being developed in each of some 40 States.

The seven States and the central office of the project produced and disseminated numerous publications, manuscripts, videotapes, and other materials. Major publications of the central staff included: *Teacher Education in Transition—An Experiment in Change* (Volume One) and *Emerging Roles and Responsibilities* (Volume Two). These provide collections of project-initiated materials on the role of the State department of education in statewide planning for teacher education.

Through activities such as the teacher education center, the project has helped to strengthen the leadership role of State departments of education in working with colleges, public schools, and others to improve teacher education. State personnel have become better able to bring about changes in teacher training programs and to use effectively such sophisticated techniques as television tapes and micro-teaching.

Section 505, ESEA Title V, Project Abstract

GREAT PLAINS SCHOOL DISTRICT ORGANIZATION PROJECT

March 1966–September 1968 \$355,215

Administered by: Nebraska

Participating States: Iowa, Missouri, South Dakota

This project involved the four State departments of education in a concentrated at-

tack upon the common problem of school district organization.

The project personnel developed and implemented organizational plans for each State as well as for the total project. State directors researched selected aspects of a multi-State approach, including demography, school finance, characteristics of an adequately organized school district, and characteristics of the intermediate unit and its potential for education. The project director and State directors gave major planning emphasis to the development of lay leadership in each of the four States.

Several four-State conferences dealt with such topics as organization of the State school system for vocational education and special services, and demographic, economic, and other factors in school district organization. Attending the conferences were key legislators, heads of State government agencies, representatives of business and industry, lay educators, and leaders of professional education groups in the four States. State meetings were then held utilizing the legislators and lay participants who had attended the four-State conferences.

Project publications have been widely distributed in States having major school redistricting problems, and are reportedly being used in several of these States.

The Great Plains project stimulated new interest in school district organization among the participating States. Project recommendations aroused considerable controversy involving State legislatures, local and county school districts, and groups of concerned citizens as well as the State departments of education. Though immediate outcomes were somewhat limited to an airing of the problem, there is reason to believe that beneficial, long-term results will be realized in all the States.

Section 505, ESEA Title V, Project Abstract

COMPREHENSIVE PLANNING FOR STATE EDUCATION AGENCIES

March 1967-September 1969 \$502,080
Administered by: Utah

Participating States: Colorado, Connecticut, Iowa, Texas, West Virginia, Puerto Rico

Through this project, each of the participating State education agencies attempted to bring together dispersed planning functions to develop a comprehensive, integrated educational planning program. The planning capability thus achieved was aimed at effecting maximum utilization of resources in the development of the State educational program and providing optimum services and leadership to the local school systems.

The project incorporated training, program development, evaluation, and dissemination activities in an attempt to build effective comprehensive educational planning programs into each of the participating State education agencies. Each State concentrated on an area of specialization in planning, such as guidance to local planning efforts, internal management and coordination, and intergovernmental activities. An intensive training program brought together the planning staffs from each of the State agencies for two seminars. In addition, the State staffs met periodically to share ideas, experiences, and problems.

Each of the project States prepared a report of its activities. An overall project report along with audiovisual materials was developed. Project materials (written reports, viewgraphs, and a filmstrip) are being widely used as interest in educational planning increases among the departments of education of all States. The former project personnel continue to serve as consultants to other State agencies. Of the participating States, Utah is engaged in implementing the syncretic model and Iowa is also taking major steps in that direction. Colorado has implemented its own distinctive design.

Section 505, ESEA Title V, Project Abstract

POLICIES FOR STATE BOARDS OF EDUCATION

April 1968-December 1968 \$50,000
Administered by: Colorado
Participating States: Arkansas, Michigan, New York, Ohio, South Dakota, West Virginia

This project sought to strengthen the policymaking activities of State boards of education by: (1) identifying areas and their subdivisions where State board policies might be needed; (2) classifying and categorizing these areas into a logical framework; (3) developing a series of alternative example policies for a selected number of the policy areas which were judged to be most significant; (4) publishing the structure and the alternative policies in a document to stimulate and assist State boards of education in their policy considerations; and (5) presenting the document to State board of education members at the 1968 annual conference of the National Association of State Boards of Education (NASBE).

Most of the participating States (with the exception of Michigan and New York) were involved in an earlier Section 505 project "Studying the Role and Policymaking Activities of State Boards of Education." The new project enabled the States to continue their analysis of State board policymaking.

Based on responses to a questionnaire seeking the views of State board members, consultants (in cooperation with the project director and council) prepared alternative example policies for each policy area. The council and consultants prepared the final guidelines document, *A Policy Manual for State Boards of Education*, containing alternative policy statements. This workbook was disseminated to State board members, chief State school officers, and others, and was evaluated at the NASBE conference.

This project and its predecessor made State boards of education throughout the Nation increasingly aware of their role and responsibilities in educational policymaking. Prior to the first study, comparing board policies was virtually impossible because of the great diversity among the States. There was neither widespread agreement on areas requiring policies nor a model for boards to use as they consider policy needs. The second project identified and arranged into a logical framework specific areas in which State board policies might be desired. Neither project, however, was able to engage State boards of

education *in action* to consider the full implications of the findings. Therefore, a third project "State Boards Follow Through on Policy" was funded under Section 505 to demonstrate to operating State boards the need for developing comprehensive educational policies pertinent to their own role and responsibilities.

Administered by Colorado, the third project was conducted from February through December 1969 at a cost of \$47,000. Activities included: confronting selected boards *in session* with the *Policy Manual*, assisting them in its use, and providing special consultative assistance in developing policies which had not previously been included among the adopted policies of State boards.

Together the three projects have provided a common focus for State boards of education in their efforts to improve State educational leadership in all the States and other jurisdictions. Individual board members have achieved greater understanding of their policy-making responsibilities.

Section 505, ESEA Title V, Project Abstract

THE ROLE OF THE STATE EDUCATION AGENCY IN THE DEVELOPMENT OF INNOVATIVE PROGRAMS IN STUDENT TEACHING

June 1968-March 1969 \$62,750

Administered by: Maryland

Participating States: All 50 States

In October 1968, the Maryland State Department of Education hosted a national conference in Baltimore on the role of State educational agencies in developing and disseminating information about innovative practices in student teaching. Every State education agency was represented. Other participants included faculty of schools of education; college directors of student teaching; representatives of national, State, and local professional organizations; student and cooperating teachers; school principals; and directors of laboratory schools.

The emphasis on innovations in student teaching was aimed at improving professional laboratory experiences in teacher edu-

cation and at encouraging State education agencies to examine their role in statewide planning for teacher preparation. The National Commission on Teacher Education and Professional Standards of the National Education Association helped to plan and coordinate the conference.

The conference served to focus the attention of responsible persons on: new ideas in student teaching; the need for delineating roles and responsibilities of those involved in student teaching programs, particularly of State educational agencies; the importance of cooperation among universities, schools, State agencies, and professional organizations to improve teacher training; and the desirability of rethinking traditional roles and conventional staffing patterns.

Among the innovations discussed were State-supported Education Professions Institutes to provide year-round centers for the continuous professional training of teachers. Other new concepts are described in *Innovative Ideas in Student Teaching*, a monograph published by the project. The complete conference report, *The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching*, also contains results of a national survey of State practices and trends, and the aspirations of a number of professionals actively involved in the preparation of teachers.

Section 505, ESEA Title V, Project Abstract

COMPREHENSIVE PLANNING FOR THE IMPROVEMENT OF EDUCATION IN APPALACHIA

May 1968–September 1969 \$132,624

Administered by: Appalachian Regional Commission
Participating States: Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee

The Education Advisory Committee of the Appalachian Regional Commission used project funds to undertake immediate and long-range planning for combining Federal, State, and local resources to improve rural education in the Appalachian region. The priorities

for planning identified by the ARC education staff and the participating States included: comprehensive educational planning, regional educational service agencies, vocational education, educational manpower, and early childhood education.

The project staff initiated the building of working relationships with State and local education agencies, regional educational laboratories, ESEA Title III centers, and institutions of higher education. Following meetings in the participating States ARC held a regional conference of top management personnel from these agencies to discuss and agree upon the project priorities.

The ARC education staff prepared position papers on all priorities except educational manpower. A research project on educational manpower was designed and data-gathering instruments were developed for distribution to the participating States.

Participating agencies were assisted in improving their educational planning capabilities through the work of ARC staff and outside consultants who met with agency planners both individually and in groups.

Section 505, ESEA Title V, Project Abstract

INTERSTATE CERTIFICATION OF TEACHERS AND OTHER SCHOOL PERSONNEL

January 1966–August 1970 \$270,047

Administered by: New York

Participating States: California, Connecticut, Kentucky, Michigan, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, Illinois (observer).

The project aims to enhance mobility among teachers and other school personnel by devising and demonstrating a system of interstate certification that permits a State to retain its own standards and at the same time accept graduates of approved teacher education programs in other States.

A questionnaire concerning State certification policies and practices was followed by a meeting of certification and legal officers of 44 States to discuss teacher mobility and procedures for constructing interstate agreements and model compacts.

Legislators, educators, and laymen were involved in the design of the *Interstate Agreement on Qualification of Educational Personnel*, a compact which permits the negotiation of certification contracts among States. By the end of the 1969 legislative sessions, 23 States had enacted the enabling legislation. A dozen more States are planning to introduce such legislation in 1970.

Of the 23 States which have enacted the Agreement, 18 have signed, or indicated a willingness to sign, a multilateral interstate certification contract for teachers. Plans are under way to develop a similar contract for administrators, support personnel, and vocational education personnel. In other States, departments of education are reviewing the certification standards of their States and others to determine acceptability as contract partners.

Project staff has been submitting articles to professional journals and meeting with regional groups of States interested in legislative adoption of the Agreement, with college personnel seeking information on certification of their graduates, and with interested lay groups.

Section 505, ESEA Title V, Project Abstract

MIDWESTERN STATES EDUCATIONAL INFORMATION PROJECT

January 1966-June 1970 \$1,784,066

Administered by: Iowa

Participating States: Colorado, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin

This project (MSEIP) is intended to facilitate the development and implementation of an integrated educational information system compatible among 13 Midwestern States. The system will provide basic information for purposes of reporting, analysis, research, and decisionmaking at both State and local levels. In addition, the system will furnish data for Federal reports, for specialized research at institutions of higher learning, and for use of special State government committees.

As part of the total integrated system, five

subsystems concerned with instructional programs, facilities, finance, personnel, and pupils have been developed. Each component of the information system is being field-tested in each of the participating States and, when found satisfactory, will be integrated into the basic framework of the total system.

Results of the project are being disseminated to other educational agencies through publications, conferences, workshops, visitations, and special reports. *The Documentation of Project Development and General System Design*, revised in June 1969, presents the system in both technical and lay terms as a means for obtaining adequate, accurate, and timely information about education. It discusses in detail the five subsystems, the relationships between the subsystems and the data, and the subsystem linkages.

In the final phase of the project, the MSEIP-developed educational information system will be installed and demonstrated in South Dakota. To facilitate this demonstration, the ARIES Midwest Corporation has been contracted to furnish software consulting services and to develop the system's specifications and programs. The demonstration is scheduled for June 1970.

Section 505, ESEA Title V, Project Abstract

REGIONAL EDUCATIONAL AGENCIES PROJECT—INTERNATIONAL EDUCATION

January 1966-August 1970 \$484,488

Administered by: Texas

Participating States: Louisiana, Tennessee (Alabama participated prior to fiscal 1970)

The project seeks to develop the international dimension in the work of the participating State departments of education, and to develop channels of communication between educational leaders within and without the United States. The States are attempting to demonstrate how international education can be related to State programs of curriculum development and teacher education and certification, and to assist local districts in making use of the resources inherent in international education programs.

Project activities have included: revision

of State curriculums to include improved units on international and intercultural education; revision of textbooks and instructional materials concerning other countries; development of films and other teaching materials on other countries; development of a social studies curriculum guide in international education; improvement of language instruction, particularly in Spanish; improvement of instruction of non-English-speaking children; development of contacts with national ministries of education and individual schools in Latin America; development of pilot projects in individual schools to inject international education into various subjects and grade levels of the curriculum; and arrangement for exchange of teachers between foreign countries and the participating States. In cooperation with the Southern Association of Colleges and Schools and the State Department, criteria have been refined for evaluating American-type schools abroad.

Additional activities have been undertaken individually by the participating States. Cooperative endeavors between the Texas Education Agency and the Guatemalan Ministry of Education include the development of science laboratories in Guatemalan schools and the training of teachers to use them, and development of materials for teaching Spanish as a first language and as a second language and for teaching English as a second language. The Agency also has conducted teacher exchange programs with Mexico. Mexican teachers were employed by the State Agency and the public schools to assist in teaching Spanish to Mexican-American children.

From time to time, project personnel in the participating States have provided consultative assistance to other States wishing to inject an international element into their educational programs. Other States are also helping to develop a social studies guide in international education to be available to all States. The project is developing a publication describing those activities found to be most successful. Both Tennessee and Texas are planning to continue international programs in their State agencies after the project has ended.

Section 505, ESEA Title V, Project Abstract

NATIONAL EDUCATIONAL FINANCE PROJECT

June 1968-May 1970 \$879,387

Administered by: Florida

Participating States: Michigan, Minnesota, New Hampshire, New York, Oregon, Tennessee, Texas, Utah

The project intends to design model educational finance programs to accurately measure, identify, and interpret differences in educational needs and opportunities among children, school districts, and States, and relate these differences to the ability of the school districts and the States to support a desirable educational program.

Basic to designing adequate school finance programs are the problems of translating the educational needs of the systems' clientele into financial terms and of determining the fiscal capacities of State and local school systems to meet these needs.

As the needs which should be recognized in educational finance systems are identified, flexible measures are being developed for differentiating among them in terms of the costs of educational programs designed to meet such needs. For example, satellite activities are exploring the added costs of compensatory and special education, preschool and vocational programs, school housing and district organization, and other aspects of the complete educational system. These activities are contracted to universities and other agencies having specialized skills and facilities.

The project also is developing operational designs for analyzing the financial ability of school districts and States to meet identified needs. The implications of factors such as local effort, tax structures, legal limitations, and municipal overburden are being explored. The study of fiscal capacity is to involve analyses of the potential of Federal aid to education, including the impact of Federal programs in relation to the fiscal capacities of State and local school districts. Field research will be conducted in selected urban, suburban, and rural school districts representing various social, economic, geographic, and other conditions.

Based on these studies, model State educational finance programs will be designed and exhaustively tested to insure their applicability to the various social, economic, and organizational structures of school districts and States as well as their flexibility for adaptation to meet special problems. Hopefully, these model programs will provide all levels of government with improved alternatives in the comprehensive and long-range planning of finance systems to meet changing educational needs.

A first publication, *Dimensions of Educational Need*, contains papers representing preliminary inquiry into the educational needs of the target population in each of these program areas: early childhood and basic elementary and secondary education, educational programs for exceptional children, educational programs for the culturally deprived, vocational education, community junior college education, and adult and continuing education. Also presented are the extended school year and the implications of the dimensions of educational need for school financing.

Regional Interstate Projects

All eligible agencies are participating in one of nine regional interstate projects for State planning and consolidation. Begun in fiscal 1968, these projects initially sought to provide opportunities for groups of State agencies to develop cooperatively their State plans for ESEA Title III. Participants also explored the advantages to be gained from consolidating the administrative funds available to States from various Federal programs.

These projects have averaged from three to four conferences annually, planned with the assistance of an Office of Education coordinator. Through his participation, agencies are kept up-to-date on legislative and policy changes and other program developments at the Federal level. The projects then began to wing out in directions that serve the common interests of the participating States. Changes in emphasis and groupings of States reflect

their changing needs. Today the projects vary in the manner in which they are administered and function.

All the interstate planning projects are guided by committees whose members represent each of the participating States. For some, chief State school officers act as a policy group to set objectives and priorities, backed up by a steering committee of one staff member from each agency to select specific problems or issues, plan project activities, and invite conference participants. In other projects, the project committee may consist of both chiefs and subordinates, handling the combined functions of policy-making and planning.

Each project is directed by a staff member from the administering State agency. Four serve their project half-time; five, less than half-time. For their time for project activities, three are paid entirely with section 505 funds, three entirely from State funds, and three in part from both sources. In addition, section 505 supports part-time clerical staff for three projects and an assistant director for one. Funds are provided to the Texas project for periodic meetings of the nine project directors as a means for keeping all agencies abreast of progress and activities throughout the Nation.

The activities conducted by each project during fiscal 1969 and plans for the current year are described in alphabetical order of their administering States:

Colorado. Working seminars on various planning and evaluation techniques have been held to train selected personnel from the participating agencies. Under the tutelage of special consultants, participants practiced writing and analyzing objectives related to several levels of educational administration. Particular attention was given the kinds of objectives required for planning-programming-budgeting systems. A workshop on educational assessment and evaluation involved the use of evaluation models and their application to problems encountered at the State level. Another workshop focused on the collection, analysis, and use of data to assess educational needs. In a number of the States, subsequent training programs have been conducted within an agency. The further strengthening of the planning and evaluation capability of the agencies will continue to be the project's major emphasis. Of immediate concern is the development by each agency of an application for funds

under Section 402, P.L. 90-247, for planning and evaluation. An attempt will be made to coordinate the eight-State effort. A concept unique to this project is the proposed establishment of a permanent regional resource center that would provide appropriate training programs for State education agency personnel.

Georgia. Three capital cities saw representatives from Southeastern State departments consider two major problems: assessment of educational needs and evaluation of program accomplishments. State agency staff responsible for these functions worked to refine procedures and materials and thus strengthen their own competencies. How States can improve their capacity to help develop local district leadership in assessment and evaluation was a central issue. Each host agency presented its organizational and administrative structure for needs assessment, evaluation, and development of local leadership. The project director worked with subgroups in each State on particular aspects of the regional concerns. This project will continue to emphasize program planning and evaluation with each agency concentrating on developing basic materials or models related to a different planning problem. Areas identified for study are: improving long-range planning at the local level; assessing statewide educational needs, including developing evaluation designs and validating instruments and practices; developing a model educational data system to meet State and local management requirements; planning statewide kindergarten programs; disseminating information to promote adoption of improved programs and practices; and defining agency objectives.

Iowa. Initially, the project focused on State agency responsibilities for conducting a statewide assessment of educational needs as required by ESEA Title III. Later, emphasis was shifted to communications—internally in State education departments, between State departments and local education agencies and various publics, and between State departments and other agencies of State government. Meetings of several representatives from each participating agency involved outside consultants from the Office of Education, universities, and other State education agencies in discussions of better ways to plan and carry out communication programs. As a result, two project States are planning major programs to disseminate educational information. A third is budgeting more of its ESEA Title V Section 503 funds for dissemination activities. Currently, a proposal is being developed to establish an information program in the Kansas department as a model for the region and possibly the Nation of the dissemination role of a State education agency. Project activities will be linked to the Kansas program (to be funded primarily from another Federal source) with supplementary activities to be conducted in the other participating States.

New Hampshire. Two major conferences in 1969 involved representatives from the New England departments of education, including the State Com-

missioners, in discussions of: organizing for regional cooperation, alternatives to existing State agency structure, and influences of contemporary issues on learning opportunities for children. The latter topic stimulated exploration of the opportunities and responsibilities of State agencies in dealing with such issues as student unrest, school dropouts, and changing value systems. As a result, each agency planned individual activities related to student unrest and will report on these at an interstate conference in April 1970. The project has engaged the National Training Laboratory to help improve internal communication in the participating agencies. NTL consultants are to spend 2-3 days in each State interviewing key staff members. Some 40-50 representative personnel will participate in a joint 2-day work seminar conducted by NTL. Consultants will conduct follow-up interviews prior to a second work conference where progress will be assessed and continuing problems tackled. In July, participants will receive 3 weeks of intensive training as "change agents." A followup week is planned for December.

Oregon. The project focused on methods of assessing educational needs, management systems for planning and evaluation, organizational structures for improved accountability, and modern management methods. Three 3-day work conferences brought together personnel from the eight participating agencies to try to improve their competencies, and, subsequently, those of other agency personnel, in the management areas selected for concentration. Most participants have indicated they feel better prepared to administer educational programs following these opportunities to exchange ideas with personnel from other States and with outside consultants. As a result of project activities, all the participating agencies are developing educational goals and program management objectives that meet performance criteria. Each also is actively involved in establishing a central planning function for the development of multiyear, comprehensive, statewide educational plans. This year project activities are being designed to assist each agency to improve its management system. The ultimate objective is to maintain systems that will objectively account for the agency's performance in administering Federal and State educational programs. Through such systems, the agencies hope to increase their effectiveness in helping local school systems to account for program results.

Pennsylvania (formerly New York). Each participating agency has focused on a particular aspect of educational planning: a pilot project to improve local school district planning (Pennsylvania), roles and relationships of a newly established departmental Office of Planning (New Jersey), and a departmental "plan for planning" (New York). Each of four conferences consisted of large-group sessions on various planning concepts and methods, led by outside consultants; individual meetings of State contingents to work on their specific planning problems; and joint reporting sessions on the accomplishments of each

group. This year Connecticut will join the other project States in developing and carrying out an action program in urban education. The purpose will be not to describe what a State agency might do, but to do it. The first of four conferences will bring together chief State school officers, urban school superintendents, State agency staff, and consultants to identify urban problems of greatest priority and suggest agency alternatives. One of these will be selected as the year's activity. The participating agencies deem urban education to be of such critical importance that State funds will support all travel expenses, thus freeing section 505 funds for the other project activities.

Texas. Four interstate conferences dealt with organizational and administrative structures of State departments of education to meet educational needs, consolidation of State agency management functions common to various Federal funding sources, skills required of State agency staff involved in assessing educational needs, comprehensive educational planning, and dissemination strategies. Conferees included six representatives from each participating State plus a large number of the professional staff of the host agency. Interest in regional educational service centers as intermediate agencies prompted visits to operating centers in Texas. As a result of the conferences, two States are studying the feasibility of service centers; three developed workshops to train their personnel in educational planning; one is attempting to link evaluation processes with dissemination procedures. Three future conferences are scheduled for intensive training in formulating goals and measureable objectives and assessing educational needs. Each agency expects to produce: a comprehensive statement of its State's educational needs for the next 3 years, a list of those needs by priority, and goals and objectives for attacking those needs during the 3-year period in ways that can be measured or observed.

West Virginia. Educational planning and evaluation were the major concerns of four project conferences. Outside consultants provided training in the development of educational goals and objectives. Organizational alternatives for planning proved a particularly relevant topic to the participating agencies beginning to establish planning and evaluation units. Of special interest was the potential relationship of State departments of education to central planning agencies of State government. In addition to discussions of these subjects, conferees had opportunities to share reports on their progress in developing planning and evaluation components and procedures for their agencies. A number of the chief State school officers were active participants. Five meetings scheduled for 1970 reflect continued interest in strengthening the planning and evaluation capabilities of the State agencies. Topics will include: evaluation systems, development of goals and objectives, management information systems, and planning assistance to local educational agencies.

Wisconsin. The planning activities of the six participating States were surveyed by an outside consultant who produced a report containing guidelines for the development of organizational alternatives and strategies for planning in State education agencies. Following an analysis of the number and kinds of agency advisory councils in the six States, a position paper on federally legislated councils was prepared and distributed nationally. Another position paper stemmed from a study of the ways in which the ESEA Title V flowthrough program is being conducted in the States. Through four interstate conferences, the participating agencies gleaned suggestions for modifying their approach to educational planning. A major 1970 activity will be a 6-month study of the extent to which the State agencies are assisting urban school districts to meet educational needs. Study findings are expected to provide a base for developing model State agency programs, formulas, and services. Interstate conferences also will deal with prototypes of a consolidated State plan for Federal educational programs and with Federal auditing procedures and policies. The group also will study the plans and implications of the State-Federal evaluation project that has developed a consolidated program information report.

New Projects

The reduction in available funds for support of section 505 special projects which prevented continuation of some earlier projects also limited the funding of many new ones.

The seven launched in fiscal years 1969 and 1970 are too new to discuss in terms of performance. The brief descriptions that follow indicate their potential for providing solutions to common State agency problems:

Project to Assist in the Support of the Cooperative Development of a Handbook on State Education Agency Information. Project funds are helping to support the development of *State Education Agency Terminology (Handbook VII)*, a cooperative effort between the State departments of education and the Office of Education's National Center for Educational Statistics. The *Handbook* will seek to standardize terminology applicable to State departments. Five regional conferences are being held for State agency personnel to review draft materials. A national conference is planned for final review and approval of the *Handbook* by the States. The project also is meeting expenses of a committee that provides technical advice regarding plans and materials and of such ad hoc committees as may be needed.

Determining the Role of State Education Departments in the Selection and Evaluation of Educational Materials and Equipment. The project attempted to

determine the most effective way in which State departments of education can originate, use, and disseminate criteria to assist local school districts in selecting and purchasing instructional equipment and materials. In particular, increased availability and use of highly sophisticated electronic equipment suggested the need for taking a new look at the role of the State agency in evaluating teaching aids. Participating agencies examined their own evaluative process but were unable to agree on a specific plan feasible for all States. All felt, however, that some examination and evaluation must be a State responsibility. Particularly effective procedures used by several States were identified and disseminated.

Regional Conferences on Research Information Function of State Departments of Education. Three regional conferences rounded out a series of five such meetings that brought together representatives of State education agencies to examine their role in disseminating information about research findings. The concept of the State agency as a "one-stop information center" for local school districts, libraries, and university personnel was explored. Also considered were more effective ways to use the Office of Education's Educational Resources Information Center (ERIC) and other central sources of information. Participants were encouraged to develop and implement plans to improve their agency's capability to acquire and disseminate educational information. Ideas were exchanged for strengthening present information programs. The regional conferences were conducted by personnel from Teaching Research, a division of the Oregon State System of Higher Education. An audiovisual report of the conferences is to set forth model conceptualizations of State education agency information centers.

National Project on State Responsibility in School Transportation. Project activities will focus on improvement and maintenance of safety standards in school bus transportation. Special attention will be given to the implications of rapid expansion of necessary services. In the past decade, the number of pupils transported annually has increased from 12 million to 17 million and costs have almost doubled from \$440 million to nearly \$800 million. A preliminary study committee is to prepare a paper on school transportation as it relates to the driver, safety of operation, and vehicle specifications. The paper will be presented at a national conference. State activities will be coordinated through the National Commission on Safety Education.

Improving State Leadership in Education. Focusing on the changing role of State departments of education, the project will attempt to identify, describe, and determine the strengths of strategies used by State agencies to plan and effect improvements in education. Surveys and studies will be undertaken to obtain pertinent information on promising and exemplary State leadership policies and practices. All activities and products of current and completed projects funded under Section 505 will be analyzed

to determine their potential for strengthening State agency leadership. Also planned are workshops for the development of multimedia materials and for the dissemination of project findings.

A Study of State Leadership in Meeting State Responsibilities for Intergovernmental Cooperation in Education. A planning project set the stage for this major study of the intergovernmental administration of educational programs by local, State, and Federal agencies. Program administration at each level will be analyzed, as will the ways in which each affects the other two. A research design has been developed to gather and authenticate expert opinion concerning the advantages and disadvantages of particular arrangements for administering selected federally assisted educational programs. The project will attempt to identify and recommend to State departments of education the most effective administrative arrangements to meet their responsibilities in managing Federal funds. Mechanisms to be explored may include reimbursement payment procedures, auditing, project monitoring, and organizational alternatives.

Interstate Project for State Educational Agency Professional Staff Development. Each participating State agency is concentrating on a major aspect of a design for staff development programs. For example, Wisconsin is focusing on developing staff capability in a "management by objectives" approach to educational administration and programming. All but one of the agencies is working closely with a major university in the State. A university staff member assists the State project director in identifying and using other university staff resources to develop an appropriate training program. Several States plan to use outside consultants, including management consulting firms. The results of each State's efforts will comprise a set of staff development strategies that can be implemented by all State education agencies. The project will be evaluated by an independent team. Outcomes will be disseminated through a national conference, publications, and the Council of Chief State School Officers.

The section 505 projects represent, in the view of the Council, a significant return on investment, not the least being the bringing together of educators and administrators with common concerns to solve persistent problems. The publications, films, and other tangible and intangible products resulting from the projects have been shared with other State departments and included in the Office of Education's Educational Resources Information Center (ERIC) to provide nationwide access by the educational community.

Table 4 provides summary data on the special projects under section 505.

Table 4.—Summary: Special Interstate Projects Active in Fiscal Years 1969–70, Section 505, Title V, P.L. 89–10

Project title	Administering & Participating States	Project duration	Amount granted			Total to date ¹
			Fiscal years 1966–1968	Fiscal year 1969	Fiscal year 1970	
Total			\$8,918,650	\$1,487,500	\$747,812	\$11,153,962
Project Public Information for Improvement of Communication and Public Information Programs for State Educational Agencies	Wis., Colo., Fla., Hawaii, N.Y., Wash., W. Va.	12/8/65–4/30/69	\$1,200,674	—	—	\$ 1,200,674
Designing Education for the Future: An Eight-State Project	Colo., Ariz., Idaho, Mont., Nev., N. Mex., Utah, Wyo.	12/9/65–6/30/69	1,076,709	\$ 211,547	—	1,288,256
Facilitating Desirable Change in the Educational Programs for Children and Youth (Regional Curriculum Project)	Ga., Ala., Fla., N.C., S.C., Tenn.	1/1/66–2/28/69	1,020,623	—	—	1,020,623
New England Educational Assessment Project	R.I., Conn., Maine, Mass., N.H., Vt.	2/17/66–9/30/69	1,097,125	95,505	—	1,192,630
Midwestern States Educational Information Project (MSEIP)	Iowa, Colo., Ill., Ind.,* Kans., Mich., Minn., Mo., Nebr., N. Dak., Ohio, S. Dak., Wis.	1/3/66–6/30/70	1,665,466	—	118,600	1,784,066
Regional Educational Agencies Project—International Education	Tex., Ala.,* La., Tenn.	1/5/66–8/31/70	351,285	88,900	44,303	484,488
Interstate Certification of Teachers and Other School Personnel	N.Y., Calif., Conn., Ill., Ky., Mich., N.C., N.J., Ohio, Pa., R.I.	1/5/66–8/31/70	172,297	48,000	49,750	270,047
Multistate Teacher Education Project (M-STEP)	Md., Fla., Mich., S.C., Utah, Wash., W. Va.	12/23/65–8/30/69	727,490	—	—	727,490
Great Plains School District Organization Project	Nebr., Iowa, Mo., S. Dak.	3/18/66–9/30/68	355,215	—	—	355,215
Comprehensive Planning for State Education Agencies	Utah, Colo., Conn., Iowa, P.R., Tex., W. Va.	3/9/67	502,080	—	—	502,080
Interstate Project for State Planning and Program Consolidation	Oreg., Alaska, Calif., Hawaii, Wash., American Samoa, Guam, Trust Territory	2/19/68–12/31/70	30,000	45,000	34,573	109,573
Interstate Project for State Planning and Program Consolidation	Colo., Ariz., Idaho, Mont., Nev., N. Mex., Utah, Wyo.	2/26/68–12/31/70	40,000	20,000	52,000	112,000
Interstate Project for State Planning and Program Consolidation	Tex., Ark., La., Okla.	2/26/68–12/31/70	16,431	18,542	17,048	52,021

* Not participating in FY 1970

Table 4.—Summary: Special Interstate Projects Active in Fiscal Years 1969-70, Section 505, Title V, P.L. 89-10 (Continued)

Project title	Administering & Participating States	Project duration	Amount granted			Total to date ¹
			Fiscal years 1966-1968	Fiscal year 1969	Fiscal year 1970	
Interstate Project for State Planning and Program Consolidation	N.H., Maine, Mass., R.I., Vt.	2/21/68-12/31/70	24,600	36,000	—	60,600
Interstate Project for State Planning and Program Consolidation	Ga., Ala., Fla., Miss., S.C., Tenn.	3/1/68-12/31/70	33,500	11,966	25,000	70,466
Interstate Project for State Planning and Program Consolidation	Pa., Conn., Del., N.J., N.Y.*	3/1/68-12/31/70	30,000	20,000	32,500	82,500
Interstate Project for State Planning and Program Consolidation	W. Va., D.C., Ky., Md., N.C., P.R., Va., V.I.	3/1/68-12/31/70	30,000	29,743	29,000	88,743
Interstate Project for State Planning and Program Consolidation	Wis., Ill., Ind., Mich., Minn., Ohio	3/15/68-12/31/70	36,011	12,515	25,300	73,826
Interstate Project for State Planning and Program Consolidation	Iowa, Kans., Mo., Nebr., N. Dak., S. Dak.	5/15/68-12/31/70	29,770	—	—	29,770
Policies for State Boards of Education	Colo., Ark., Mich., N.Y., Ohio, S. Dak., W. Va.	4/15/68-12/31/68	50,000	—	—	50,000
The Role of the State Education Agency in the Development of Innovative Programs in Student Teaching	Md., All 50 States	6/15/68-3/31/69	62,750	—	—	62,750
Comprehensive Planning for the Improvement of Education in Appalachia	Appalachian Regional Commission	5/15/68-9/15/69	132,624	—	—	132,624
National Educational Finance Project	Fla., All 50 States and outlying areas	6/1/68-5/31/70	234,000	645,387	—	879,387
State Boards Follow Through on Policy	Colo., Calif., Ga., N.Y., Ohio, S. Dak., W. Va.	2/1/69-12/31/69	—	47,000	—	47,000
Project to Assist in the Support of the Cooperative Development of a Handbook on State Education Agency Information	Ky., All 50 States	2/1/69-11/30/70	—	10,100	25,600	35,700
Determining the Role of State Education Departments in the Selection and Evaluation of Educational Materials and Equipment	N.Y., Calif., Del., Ill., N.J., N.C., Pa., Tex.	3/1/69-11/30/69	—	34,787	—	34,787

* formerly administering State

Regional Conferences on Research Information Function of State Departments of Education	Conn., Alaska, Ariz., Ark., Calif., Del., Hawaii, Idaho, Ind., Iowa, Kans., La., Maine, Mich., Minn., Miss., Mo., Mont., Nebr., Nev., N.H., N.J., N. Mex., N.Y., N. Dak., Ohio, Okla., Pa., R.I., S. Dak., Tex., Utah, Vt., Wash., Wis., Wyo., Guam	3/20/69- 7/20/69	—	24,299	—	24,299
National Project on State Responsibility in School Transportation	Fla., All 50 States	5/1/69- 6/30/70	—	10,000	—	10,000
Improving State Leadership in Education	Colo., Fla., Mich.	6/1/69- 5/31/70	—	78,209	92,551	170,760
A Study of State Leadership in Meeting State Re- sponsibilities for Intergovernmental Cooperation in Education	Pa., Mich., N.C.	10/1/69- 2/17/71	—	—	99,956	99,956
Interstate Project for State Educational Agency Professional Staff Development	Wis., Calif., Ga., Ohio, Oreg., W. Va.	10/15/69- 2/1/71	—	—	101,631	101,631

¹ As of March 15, 1970.

other programs

**School Library Resources, Textbooks,
and Other Instructional Materials -
Title II, ESEA**

**Strengthening Instruction in Science,
Mathematics, Foreign Languages,
and the Humanities and Arts -
Title III, NDEA**

**Guidance, Counseling, Testing -
Title V, Part A, NDEA**

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other programs

There are a dozen other Federal programs of aid to education which make funds available to State educational agencies for administrative costs. In the following pages are reports on three which, by their statutory terms, may be classified as "State plan-State grant" programs. They are:

1. Title II, Elementary and Secondary Education Act (ESEA)—School library resources, textbooks, and other instructional materials.
2. Title III, National Defense Education

Act (NDEA)—Strengthening instruction in critical subjects and the arts and humanities (section 12 of the National Arts and Humanities Foundation Act has been absorbed into this).

3. Title V, Part A, NDEA—Counseling, guidance, and testing.

In the discussion of these programs, the emphasis will be on their intrinsic effects, to the limited extent to which these can at this stage be ascertained, but chiefly on their relation to the State departments of education.

School Library Resources, Textbooks, and Other Instructional Materials

(Elementary and Secondary Education Act of 1965, Title II)

One of the drawbacks, from the Federal point of view, of Federal administration of programs in aid of education is that the results that come back to Washington are generally expressed only or chiefly in terms of numbers of dollars spent, with generalized descriptions of what they have been spent for, and similarly useful (from an administrative point of view) but dull (from a human standpoint) information.

Title II of the Elementary and Secondary Education Act provides Federal grants "for the acquisition of school library resources, textbooks, and other printed and published materials for the use of children and teachers in public and private elementary and secondary schools."

If the U.S. Commissioner of Education and his staff who administer this program of grants learn that in an inner-city school which did not previously have a school library, out of 41 boys and girls interviewed, 33 reported that they went there because they "like to read," it is gratifying. But the Commissioner and his staff learn it because there has been a special study made: *Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities* (more information on this is given below) and not because the normal reporting procedure permits such indulgence. From that study, they also learn that 17 of the children "like to study there." Although seven of the children were in kindergarten, and seven in the first and second grades, 39 of the children reported they found books that they could read by themselves—and all of them wanted to.

It is too soon to tell whether this will have an appreciable impact on their ability to read, but by such evidence as is now available, the odds are extremely favorable.

In this report, we must necessarily focus

our attention on the administration of Title II in relation to State departments of education, as the leaders of education in their States. The information for the report is taken from the annual reports submitted by the State education agencies.

The first year's appropriation for Title II was \$100 million, and it remained around that figure until fiscal year 1969, when it was reduced to \$50,000,000. State administrative expenses for the four years were respectively \$2.36 million, \$3.9 million, \$4.04 million, and \$3.035 million. The Senate Committee on Labor and Public Welfare in its report on proposed ESEA amendments for 1970 (S. Rept. 91-634, p. 25) wrote with respect to Title II that

a number of States with low population and large rural areas, particularly in the West and New England were able, under Title II, to employ State school library and audiovisual supervisors for the first time. These States, just beginning the development of school media programs, are frequently those States where the percent of public elementary schools without centralized libraries is highest, as it is generally true on a statewide basis, that school libraries have reached a higher stage of development in those States that have had school library supervisors for a significant period of time.

During the first year, the State educational agencies hired 113 professional employees for the Title II program; the next year they took on 142; the third year, 152. Full data are not yet available for fiscal year 1969.

The history of State administration of Title II is one of relatively small outlays, with emphasis on counseling concerning informed and judicious acquisition of materials for use

in instructional programs. By law, the States are allowed to use up to five percent of their allotment, or \$50,000, whichever is greater, for administration. Only a half-dozen States took their full entitlements last year.

(In addition to its annual reports on Title II, based on State reports, the U.S. Office of Education published in 1969 the results of two sets of ad hoc reviews of Title II programs which exemplify the effects achieved by the special purpose funds:

1. *Emphasis on Excellence in School Media Programs*, descriptive case studies of media programs in eight public schools—three elementary, three junior high, and two senior high schools—selected on the basis of criteria that might produce broad representative findings. This volume, OE-20123, may be obtained from the Superintendent of Documents, Washington, D.C. 20402, catalog No. FS 5.220:20123 (\$1.75).
2. *Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities*, mentioned above. This, while copies are available, may be obtained from the U.S. Office of Education, Washington, D.C. 20202 (No. OE-30021).

State Management of School Media Programs

Under ESEA Title II, the State plan serves as the basis for the operation of the program, describing management procedures to be followed in its administration. The staffing pattern and assignment of responsibilities; types of management activities such as planning; composition and duties of advisory committees; and the collection and dissemination of data, are outlined. The plan lays down the criteria for making materials available on the basis of the relative need of children and teachers for materials and also for the equitable distribution of materials for the use of private school children and teachers. It also provides for appropriate coordination of Title II with other Federal programs and sets forth the design for use of administrative

funds by local educational agencies to make loaned materials accessible. The following sections illustrate types of management activity set forth in State plans for fiscal year 1969:

Staffing Patterns

State department of education personnel assigned to the administration and supervision of the Title II program have included full-time and part-time administrators, school media specialists, curriculum and subject specialists, fiscal and statistical personnel, and nonprofessional employees who do not fall into any of the other categories.

Table 5 provides data on the number of administrative, supervisory, clerical, and other positions assigned in State departments of education to administer the ESEA Title II programs in the first three fiscal years of the program. (These data are not yet available for fiscal year 1969.)

As a result of the reduction in funds available for the program in fiscal 1969 a number of changes were made in staffing patterns and assignment of responsibilities in the administration of Title II.

Some State agencies lost library and media professionals and were unable to replace them or reassign their responsibilities. *Maine*, for example, which employed a school library supervisor for the first time in fiscal 1966, is now without one again. In *Wyoming* the library specialist is serving half-time in Title II activity. In *Pennsylvania*, the Division of School Libraries lost two professionals; their responsibilities could not be reassigned because the rest of the staff was already carrying loads considered excessive.

Elsewhere, reshuffling was the prevailing pattern. *New Jersey* lost an audiovisual specialist, and library specialists assumed the responsibility for processing audiovisual applications to the best of their abilities. *Georgia*, *Kentucky*, and *Florida* each lost a consultant. Other States reported losses of one or more staff members. *Missouri* reported a 50 percent staff reduction; *Wisconsin*, 25 percent.

Table 5.—Number of State Department of Education Personnel Assigned to Elementary and Secondary Education Act, Title II Programs in Full-Time Equivalents, Fiscal Years 1966, 1967, and 1968

Type of Personnel	Number of Personnel		Full-time Equivalent of Col. 3	Total Full-time (Cols. 2 & 4)
	Full-time	Part-time		
1	2	3	4	5
Administrator				
Fiscal Year 1966.....	31	66	16.19	47.19
Fiscal Year 1967.....	46	48	13.96	59.96
Fiscal Year 1968.....	43	54	12.59	55.59
Supervisor				
Fiscal Year 1966.....	67	87	13.84	80.84
Fiscal Year 1967.....	85	129	24.43	109.43
Fiscal Year 1968.....	99	174	26.53	125.53
Secretarial and Clerical Staff				
Fiscal Year 1966.....	103	119	23.67	126.67
Fiscal Year 1967.....	158	150	34.08	192.08
Fiscal Year 1968.....	176	204	49.06	225.06
Other				
Fiscal Year 1966.....	17	90	12.59	29.59
Fiscal Year 1967.....	22	48	6.02	28.02
Fiscal Year 1968.....	27	95	23.08	50.08

Some States were able to absorb the cost of maintaining their library and media specialists by use of State funds. Others absorbed the library and audiovisual specialists into other units of the agency; whether they would continue to function with respect to school library programs was not clear. In these cases, the personnel were retained, but the programs may not have been. In still other cases, the program responsibilities were reassigned to personnel and units which had other primary responsibilities, so that the school library program became Cinderella-after-midnight. The *Minnesota* State Department of Education, in addition to making staff cuts, had to close down successful demonstration centers at Mankato and Brainerd.

Management of Acquisitions Program

School library resources, textbooks, and other instructional materials are made available under the Title II program to children and teachers in public and private elementary and secondary schools on the basis of relative need. This refers to the need of children and

teachers for materials that may be acquired under Title II in comparison with the materials already available to them. State departments of education are asked from time to time to evaluate the criteria applied in deciding relative need and to adjust them to changing situations. Early in fiscal year 1969, a number of States revised relative need formulas to assure the provision of instructional materials of quality where the pinch was greatest. The reduction in available funds necessitated adjustments like the following:

Delaware reported curtailment of the special-purpose grant program; however, a portion of the funds available for administration was allocated to this program to offset a part of the reduction in funding.

In *New York*, children and teachers in 200 school districts with the greatest need for materials were selected to participate in the basic grant program in fiscal year 1969. Factors used to determine participation included critical racial imbalance problems, availability of existing quantities of school library resources, financial ability to acquire school library resources, and number of children and teachers to be served. Initial, basic collec-

tions of school library resources for the use of exceptional children were established in 15 agencies in the Special Education Instructional Materials Center (SEIMC) network.

Maine reported expansion of its "incentive grant" program to include more schools, but with reductions in funding. Even the small grants under the incentive program have resulted in genuine progress in the improvement of instructional programs, the State department feels.

The statement of the *Georgia* Title II coordinator that "materials purchased during fiscal year 1969 were of the highest quality of any year of the program" was representative of the feeling throughout the States. In order to simplify matters for the local systems and for the reduced clerical staff in the State Title II office, *Alabama* permitted systems to order material without prior approval of the Title II consultant. *Puerto Rico* continued to reduce its proportion of funds spent for textbooks, with top priority going for the first time to school library resources. *Puerto Rico* is still alone in spending a sizable share of its Title II funds for textbooks (33 percent).

Special Purpose Grants

No new special purpose grant projects were funded, but *North Carolina* and *Florida* made supplemental allotments to continue projects previously funded. *Georgia* withheld funds from localities that failed to maintain effort.

Most States list the adoption of the central media concept as a major strength in making materials available, as well as the allocation of funds on the basis of greatest need. Locally, concentration of effort on areas of weakness has added emphasis to the "needs" aspect of the program. *West Virginia* added an incentive factor to its funding formula, providing a small bonus to a school establishing a building resource center at the elementary level.

In the *District of Columbia* audiovisual materials purchased with Title II funds are now placed in individual school media centers.

(Regular budget purchases of audiovisual materials are put in the central library for the system.)

South Dakota limited acquisitions to school library resources, *Minnesota* to schools with a high concentration of Indian children, and *Kansas* to elementary schools, with secondary schools receiving some special grant funds; *Nebraska* and *Ohio* suspended special purpose grants; *Wisconsin* increased special purpose grants to assist schools with greatest need for materials; *Illinois* adjusted its relative need formula to increase assistance to more economically deprived and to assist in developing cooperatives between school districts; *North Dakota* removed percentage categorical restrictions to allow utilization of funds for greatest need at local level.

The reduction of funds in *Montana* resulted in a change in the acquisition program, which nevertheless allowed every school an allocation.

With the packaging of Federal funds in *Texas* an adjustment was necessary in the management of the acquisition program to make the best use of Title II funds. The *Texas* annual report states that among the consolidated program goals are:

- Focus of local program planning upon the student. The major aim is to encourage definition of programs on the basis of activities and services delivered rather than upon the basis of revenue sources or upon the administrative structure of the *Texas* Agency.
- Design of a comprehensive educational program in each local educational agency that would meet the educational goals and intent established by Congress, the State Legislature, and the local community in a way that produces maximum benefits for dollars expended.
- Development of a consolidated application procedure, as well as consolidated evaluation and reporting procedures, that would permit the local superintendent and his staff to plan systematically several program elements that had in the past been planned independently, thus permitting maximum reinforcement of

any one program element by other related program elements.

The absence of a required list of eligible materials is one of the greatest strengths of the Title II program in *Idaho*. Personnel in the local educational agencies are free to select those instructional materials needed most to enhance their curriculum, to work with committees of local people, and to try to fulfill their greatest needs.

Because the *Arizona* Title II program was staffed by one professional, it became necessary to relieve her of some responsibilities. Classified personnel were therefore assigned the initial screening for eligibility of purchase orders. Changes were made in distribution to concentrate materials where relative need was greatest. *Arizona* declared ineligible to participate during the fiscal year all schools with holdings of materials above 90 percent of the recommended numbers, and *Nevada* suspended its special purpose grants and curtailed State administrative expenses in order to make 95 percent of its allotment available for acquisitions.

For the first time, *Washington* accepted cooperative projects submitted as a single project application by two or more school districts. This permitted them to pool their funds to concentrate on specialized materials in a subject area or for particular groups of children. Also, *Washington* for the first time implemented its special purpose grant program. Projects were funded for children and teachers with special needs:

Five on intercultural education (the Pacific Coast and its relationship to the Pacific Rim, Africa, Negro history, the suburban district and its relation to and responsibility for urban problems);

One for handicapped children;

One for culturally disadvantaged children (expanding political and social experiences and sources of information for students in remote rural areas);

One for educationally and culturally deprived children (a Taba*-based program

* Taba = an instructional technique named for its originator.

on Northwest history for elementary-age Indian children).

The SEA also encouraged districts to develop special purpose grants that would promote effective introduction to new media, and made three such grants: a project devoted to careful selection, evaluation, and exemplary use of 8mm. films in an elementary urban school, grades 3-6; an 11th-grade American history project using original source materials on microfilm, which also has as one of its objectives research into the problem of periodical storage; and an art education program (K-12) involving the extensive use of art prints. The basic purpose of the special purpose grants was to promote effective, innovative programs utilizing a wide variety of media. Examples of those funded in fiscal year 1969 are a social studies project in a model school resource center which is located in the middle of a team teaching area for which the entire staff has been trained in both Taba and inquiry techniques; an ecology and environmental education project concentrated on a specific geographic area for which few materials were available (an outdoor education site comprising five life zones has been developed cooperatively by three separate government agencies as a result of this project); and the interrelationship of the study of science fiction and a reading program at the high school and 5th-grade levels.

Hawaii made adjustments in its acquisitions programs to provide a more efficient method of handling resources bought with Title II funds and allowing more of the Federal money to be used for acquisitions. Title II book orders and processing were coordinated with previously arranged schedules through the State Centralized Processing Center. Title II filmstrips and periodicals were ordered and processed through the State office for Title II.

Participation of Private School Children and Teachers

Children and teachers in both public and private elementary and secondary schools are

eligible participants under ESEA Title II. The same criteria prevail for determining relative need. The major strength in the program for private school children and teachers was the lack of discrimination between public and private school participants and in representation on State advisory committees. Involvement of private school personnel in meetings at State, regional, and local level, and assistance given in needs assessments and selection of materials also strengthened the private school factor of the program.

Some exemplary excerpts from State reports on nonpublic school participation follow:

Connecticut reported a highly favorable reaction to the Title II program from private school officials, citing their tremendous need for instructional materials for use in private school programs.

New York reported excellent cooperation among public and private school officials in planning the development of Title II projects. Private school representatives participate in selection of materials but State and local public education agencies have the final responsibility for selection.

Pennsylvania noted that the new libraries in private schools often established and administered by volunteer parent groups under professional supervision are strong testimony to the interest of the parents, and appreciation by the children who have had the use of Title II materials.

Alabama amended its State plan so that loans to private schools are now handled directly through the State Department of Education. Shortcomings in benefits to children and teachers in private schools were attributed to lack of funds and personnel.

Puerto Rico is doing a follow-up study of purchase orders in an effort to improve its handling of the private school program.

Missouri: Visits to schools showed an improvement in the working relationships between public and private schools.

Minnesota report said that the large quantities of carefully selected materials made available to public and nonpublic school children have vastly increased the dissemination

of quality information for boys and girls of Minnesota.

Utah: Children and teachers in the private schools have equal access to Title II materials. Each district determines the loan period to public and private school children and teachers for Title II materials. The cooperation between the public and private school personnel has been excellent.

Montana also comments on the remarkable relationship between the public and private school personnel. For example, one school district that did not itself participate in the Title II program administered the program for a parochial school in the district.

Arkansas: Children and teachers in private schools share the same benefits as children and teachers in public schools. Among these benefits:

- (1) Teachers have the opportunity to recommend instructional materials for purchase;
- (2) All books purchased are listed in one or more of the recommended selection aids;
- (3) All library resources are the property of the entire district and not of any one school within the district.

California: Special workshops were held for private school personnel in the Los Angeles area on cataloging non-book materials; librarians, administrators, and teachers from private schools participated in other training sessions.

Several private schools in the *Trust Territory of the Pacific Islands* have since the advent of Title II been able to gear their instructional programs more closely to that of the public schools through use of materials made available under Title II. The program has thus worked as a unifying force.

Weaknesses observed in the program for private school children and teachers included:

- Difficulties in getting complete and reliable information from the schools to use as a base in calculating relative need (*Nevada*);
- Inadequacy of the funds available to reimburse certain LEAs having a dispro-

portionate ratio of private to public schools for administrative functions they performed (*California*);

- The frequent change of administrative personnel in the private schools, requiring a continuing program of orientation on the Title II program (*California*);
- The necessity, because of time limitations, for the Title II Administrator to substitute alternate titles (*Arizona*).

Coordination

To achieve maximum educational benefits, the ESEA Title II program continued to be coordinated in fiscal year 1969 with other titles of ESEA, as well as a number of other programs of Federal financial assistance.

As in previous years, the most extensive such coordination involved programs funded under ESEA Title I and NDEA Title III. (ESEA Title I supplies assistance to districts with larger numbers of educationally—because economically—disadvantaged children. NDEA Title III provides funds for strengthening instruction in critical subjects.) Many new media centers in elementary schools serving disadvantaged children have been established using funds under ESEA Title I and II programs. Title I funds are used to obtain media facilities, professional and clerical media personnel, and media center equipment and supplies which are not eligible under ESEA Title II. Title II funds are utilized to buy such library materials as books and audiovisual materials.

Coordination of the Title II program with other Federal assistance programs is often accomplished routinely at the State level in most States by cooperative review of media-related projects in all programs.

Some examples of Title I and Title II coordination:

- A Title I kindergarten program in Milford, *Delaware*, has been developed to emphasize language arts experiences. Instructional materials were provided under ESEA Title II.
- Titles I and II were coordinated to pro-

vide a library program to support remedial reading, mathematics, and speech programs for neglected and delinquent boys assigned to the Residential Treatment Unit, *Massachusetts Youth Service*, Oakdale.

Coordination of NDEA Title III and ESEA Title II was reported at both State and local levels. Media and subject specialists employed in State departments of education with NDEA Title III funds on a matching basis frequently gave consultative assistance in the selection, organization, and use of instructional materials acquired under Title II. Equipment acquired under NDEA Title III often used audiovisual materials bought with Title II money.

Other examples of the coordination of ESEA Title II programs with other programs of Federal financial assistance include:

- Several States—*New Jersey*, *Pennsylvania*, *Rhode Island*—have indicated that representatives from the Library Services and Construction Act (LSCA) staff serve on Title II advisory committees, and vice versa. Other forms of coordination include cooperative planning by local school and public library administrators concerning library services to students in the same geographic area, and cooperative planning in selection of materials, inservice education, processing, interlibrary loans, and the like.
- *Pennsylvania* reports publication of *Guide for School Librarians* supported by ESEA Title V funds and cooperating school districts.
- Conducted under ESEA Title V, a New England research project on reading provides interesting data on school media programs. *Rhode Island* leads in provision of school media centers, provision of full-time staff, and number of library books, also offering greater accessibility and more instruction in study skills.
- The *Alabama Learning Center*, funded since 1967 jointly under ESEA Titles I,

II, and III, continues to function under the supervision of the professional personnel of the Title II staff. Arrangements have been made to make this project a focal point of the 1970 annual convention of the American Library Association.

- In the *District of Columbia* the newly created Department of Federal Programs has been assigned this function as one of its prime responsibilities.
- In *Maryland*, LSCA Title III funds have been used to help finance a joint project of public and school libraries to develop bibliographies to accompany teacher guides for the new State instructional programs; Title II has contributed State staff time to this program.
- In *Mississippi* a representative of the State Library Commission serves on the State Advisory Committee for Title II ESEA while members of the Library Services Staff serve on the Advisory Committee for Titles III and IV-A of LSCA.
- *West Virginia*, by planning cooperatively with Titles I and III of ESEA and Title III of NDEA and regional and local levels, was able to open one of the first comprehensive elementary media centers in the State.
- *Iowa* ESEA II area centers received ESEA Title V basic grant funds for conducting a media seminar for teaching in the area.
- *Minnesota* reported that its Incentive Grant funds from Title II went to schools with high concentrations of Indians, and librarians and library aides from these schools participated in a Library Services Institute for Minnesota Indians.
- *Kansas* ESEA Title II and LSCA Title III cooperated to tie four large high schools and a public library (county) into the State information circuit.
- In *Texas* the scope of program consolidation includes program elements funded under ESEA Titles I and II, and NDEA Titles III and V-A, Vocational Education, and by State funds. ESEA Title V

grants (to strengthen SDEs) supported reorganization of the Texas State Agency according to function. ESEA Title III established 20 regional education service centers, each with a media component, which circulate media material and offer consultative and information services in a specific geographic area.

- Most of the elementary school libraries in *Arkansas* were organized as a result of coordination of ESEA Titles I and II funds. Title II provided library resources designated as needs in the innovative instructional plans to enhance the Title III program. Special education teachers requested and received library materials purchased under Title II for children in the Title VI program (education of handicapped children). Almost all schools are now coordinating ESEA Title II with NDEA Title III by acquiring materials (Title II) to use with equipment purchased with Title III funds.
- *Guam* reported that materials bought with Title II funds have strengthened programs under ESEA Titles I, III, and VI, in addition to providing materials for use with equipment acquired with NDEA Title III funds. The Title II Coordinator works with the ESEA Title III staff to strengthen the services of the Learning Resources Center, a primary function of which is to acquire and circulate instructional materials and related equipment. Selection tools acquired under NDEA Title III form a part of the collection. The Center also conducts some inservice training of librarians and media coordinators, and provides consultative services on the selection and use of learning materials to teachers, librarians, and administrators who come to the Center.
- In the U.S. Bureau of Indian Affairs (which conducts Indian schools) and the *Nevada* SEA, administration of various Federal programs was centralized, thus

providing opportunities for better coordination.

- Coordination of the Title II program with other programs of Federal assistance was accomplished in *Oregon* in the following ways:

The administration of the Title II program is combined with that of Title III NDEA;

All Title I and III ESEA projects that contain areas relevant to Title II ESEA and Title III NDEA are submitted to the pertinent staffs for evaluation and comment;

The Title II Consultant for Library Resources is a member of the State Committee for Interlibrary Cooperation and LSCA and is thus able to assist in coordinating activities that come before the group;

The general and special subject matter consultants advise the schools on how they may use the various Federal assistance programs to complement each other in meeting their needs for the improvement of instruction through the addition of personnel, facilities, equipment, and materials;

- The coordination of Title II with other ESEA titles in the *Trust Territory of the Pacific Islands* can be best illustrated through the science and mathematics workshops which were held during the year under the auspices the ESEA Title V. A major objective of the sessions was to reach agreement on the types of materials that were to be purchased with Title II funds. For the science workshop a bibliography produced under LSCA Title III was provided, and LSCA bookmobiles circulate some of the materials bought with Title II money to children and teachers in public and private schools in three of the school districts.
- In order to simplify administrative procedures, responsibilities for Federal programs in the *Washington State* education agency were reorganized in Oc-

tober 1968 to integrate Federal and State programs and at the same time maintain program integrity. A Federal Programs Operations Committee (FPOC) was established, drawing from the several divisions for its members: Administrator of Title II Programs, Coordinator of Federal Programs, Federal Budget Administrator, Research-Evaluator for Federal Projects, member from Division for Teacher Education and Certification. FPOC is responsible to the superintendent and his Cabinet for:

Recommending policies and programs related to Federal projects which are consistent with the needs of the schools of the State and the State Office of the Superintendent of Public Instruction;

Establishing, maintaining, and coordinating operational procedures related to Federal programs.

A Federal Liaison Officer was appointed to serve not only as chairman of the FPOC, but as liaison between the State education agency and the U.S. Office of Education. He relays to the State Superintendent and his staff all pertinent and up-to-date information about Federal programs.

A new position of Federal Budget Administrator was established to handle all fiscal matters relating to Federal projects, in cooperation with the project team leaders. Each of the 20 or more Federal projects (programs) for which the State office has administrative responsibility is headed by a project team leader who is responsible for the administration of his project under policies established by the Superintendent's Cabinet and the law governing his project. This means that he:

- Understands the objectives of the project;
- Influences the nature of activities undertaken within the project;
- Oversees the expenditure of funds within the project so that funds are expended

in accordance with the project purposes and established policy;

- Assumes initiative for changing or adapting projected plans as conditions change;
- Maintains liaison with persons in the field working within the project;
- Evaluates project effectiveness;
- Maintains management control over project operations;
- Meets regularly and frequently with the project team to insure communication with the various SEA divisions.

The project leader is responsible to his division head. He also maintains close contact with the Federal Liaison Officer to assure proper coordination of the operational aspects of his project.

Under the new administrative arrangement, the Title II team serves not only as an informal, inhouse advisory committee for overall planning of Title II but also carries on needed administrative tasks in accordance with individual responsibilities and competencies. Any member of the SEA staff may be called upon to serve as a temporary Title II team member if his specific skills are required. Through the other team leaders and the FPOC, coordination with other Federal projects and State programs is assured.

Accessibility of Loaned Materials

An amendment to the original Title II program in fiscal year 1967 required that States make appropriate amounts available to local education agencies out of administrative funds for responsibilities related to distribution and control of materials acquired under Title II. These funds are used in some States to support the preparation and dissemination of lists and catalogs of materials in certain subject areas and for special needs of children and teachers and the circulation of such materials within designated geographical areas. Reduced funds in the Title II program in 1969 necessitated some curtailment of these activities.

Effects of the interchange of materials are illustrated by the following:

- In *New York*, the 10 agencies assigned responsibility for preparing and disseminating lists of Title II available materials were the six large cities, two intermediate agencies in Nassau and Suffolk counties, Schenectady Regional Center, and Genesee Valley School Development Association. Lists were distributed to all children and teachers in these jurisdictions and loan procedures were developed to make listed materials readily accessible. Reports from these areas indicate increased circulation of the materials.
- *Vermont* reports maintenance and dissemination of lists of selected items purchased with Title II funds; however, since most schools are still building basic collections, there is relatively little acquisition of materials beyond those generally needed in each school.
- In two cases in *Maryland*, public school systems made their entire 16mm. film collections available; these collections were used heavily by private schools in the area, as well as occasionally by outside groups.
- *Puerto Rico* reported extensive increase in the use of films and other educational materials (from the six regional audio-visual centers).
- In *Mississippi*, the practice of exchanging materials through special listings was most effective in districts which use centralized processing in the preparation of materials.
- *Illinois* and *Missouri* reported that the lists had improved availability of materials in specific subject areas. However, several States question this regulation and recommend its cancellation. For example, *Wisconsin* felt the sharing of administrative funds with the local education agencies resulted in curtailment of activities at the State level; *Ohio*, with its ESEA II program emphasizing basic elementary collections, saw little need for lists or catalogs.

- *Idaho* and *Utah* transferred administrative funds to local educational agencies to make materials accessible. *Oklahoma* reported that 15 percent of participating Title II schools prepared lists of non-basic materials and made such materials available to all schools in the system; 12 percent of the schools reported that duplicate materials were available and a nonbasic list for materials was not necessary; 73 percent of the participating schools had only one school site at each grade level and circulation of materials was not necessary. In *Wyoming* many librarians are planning their purchases on a long-range basis. For example, in one community the public, college, and school librarians decided which institutions would maintain particular magazine subscriptions or purchase single sets of expensive reference materials for common benefit.
- In *California* materials purchased for bilingual programs and advanced placement courses were widely circulated. In *Washington*, where there was an already established and effective interchange of materials among the public schools, they found it easier to widen these services to more students and teachers. Bulky, expensive, professional, or specialized materials were the ones most generally circulated, but there were no limitations on the kinds of material: printed library matter (other than encyclopedias); filmstrips; tape and disc recordings; periodicals; maps, charts, graphs, and globes; and slides and transparencies.
- The Learning Resources Center of *Guam* has prepared lists of audiovisual materials which are circulated throughout the island, and from time to time lists of new books and other instructional materials available at the Center are sent to schools. The Center also serves as a focal point for interchange of materials within the system. *Hawaii* carries resources purchased with Title II funds to children and teachers of more remote areas by public library bookmobiles. Ar-

rangements are made for long-term loan to classroom teachers if needed, and lists of materials available in the local depositories and on the bookmobiles are distributed to the schools.

Other Kinds of Management Activity

State departments of education reported a number of changes in types of management activity such as overall planning, composition and function of advisory committees, and collection and dissemination of information, in fiscal year 1969. (These changes appear most frequently to have been caused by reduction in funds for administration of the State plan):

- *Massachusetts* reported a year of austerity in overall planning for 1969. New application forms were issued to consolidate and revise so as to reduce mailings and yet secure needed information. Minimum budgets were set and reductions made in funds allowed for field visits, travel, telephone costs, postage, and office supplies.
- *New York* reported curtailment of dissemination activities in that staff were unable to prepare and publish the 4th edition of *LAMP* (Library and Multimedia Programs), which was highly effective in disseminating descriptions of exemplary and innovative special-purpose grants. The loss of funds permitted fewer meetings of State advisory committees, though interdepartmental committees continued to function.
- Some States had to limit most of their planning to short-range activities. *Iowa* did manage to hold four planning meetings for area center personnel and the State Advisory Council. *Nebraska* held informal committee sessions at State education association meetings, but the *Minnesota* ESEA II Advisory Committee turned its duties over to the Federal Program Advisory Committee.
- Reliance on memos and publications,

with fewer site visits, provided limited dissemination of information. *Nebraska* and *Wisconsin*, requiring "status studies" as a part of the application, did collect information on staff, facilities, services, materials, and LEA effort.

- *Arizona* reduced expenditures of administrative funds by limiting consultative services largely to questions which could be answered by telephone or by correspondence and by holding no meetings of its Title II Advisory Committee. *Nevada* deleted some functions of its Advisory Committee as a temporary expedient to free more funds for acquisitions.

Support of Instruction

State department of education staff members reported that Title II contributed to the improvement of educational quality and opportunity for public and private school children in a number of ways; for example:

- Increased use of materials in instructional programs, including innovative curriculums and instructional techniques such as individualized instruction and flexible scheduling;
- Decreased reliance on single textbooks and increased use of a variety of materials;
- Continued development of organized media collections and unified media programs;
- Expanded services of professional staff members;
- Improved accessibility of materials through more flexible circulation and loan procedures and extended hours of service.
- In *Maine*, State instructional consultants offered subjective evidence that increased resources have affected teaching methods and pupil achievement:

Mathematics. Although secondary schools have had a mathematics section in the school library for years, many of the libraries have been able to increase substantially the number

of volumes on mathematics. A review of records reveals that mathematics books are receiving much greater use by pupils and teachers than before Title II.

Industrial Arts. Schools and students with vocational interests are making better use of the school library to explore their interests through the use of vocational guidance materials, slides, and other instructional resources purchased with Title II funds.

Home Economics. The greater availability of materials has meant that more individual study can be done with opportunity to review a wider range of resources from a variety of authors.

Modern Foreign Languages. ESEA Title II enabled schools to obtain foreign language tapes, filmstrips, books with colored illustrations that can be used with opaque projectors, and supplemental books, especially biographies. These items are being used primarily to develop an increased awareness of the culture of the foreign countries whose languages are being studied.

Special Programs

Basically Title II did not single out special programs, but supported programs involving all children. However, Special Purpose Grants did focus on vocational, bilingual, and early childhood education and education for the handicapped. Funds were also available to State-supported schools for children with special problems.

- In *Montana*, State institutions for handicapped children are encouraged to select Title II materials suitable to the special needs of these children. In fiscal year 1969 special effort was made to provide large-print books for the blind. Schools located in areas with large Indian population were encouraged to purchase

books related to Indian history and culture.

- The *Louisiana* report indicates that the Title II program provided materials previously unavailable. For example, enrichment materials in the humanities included art prints, recordings, and filmstrips; in the social studies, maps and charts; and in the sciences, transparencies and films.

Reaction to the Program

- *Illinois* said: "Formal and informal reports indicate that the increased availability of materials . . . has resulted in the improvement of pupil achievement."
- *Ohio*: "... Unquestionably the children are reading more."
- *North Dakota*: "Title II has contributed to the improvement of instruction, especially in schools which contain truly inquiry-centered classes."
- *Kansas*: "Enrichment is the best word to use to describe what Title II materials have done for improvement of instruction in the elementary and secondary subject matter areas."
- *Georgia*: "Teaching has been more rewarding and learning more meaningful because of Title II."
- *Texas*: "The Education Agency is committed to the concept of the library as a collection of all types of materials appropriate to the school instructional program. The use of Title II funds has accelerated the acquisition of such non-book materials as 8mm. films, filmstrips, slides, audio tapes, and discs, transparencies and, in some schools, microforms."

Other Effects

As an indirect result, in some States separate organizations of librarians and audiovisual personnel have been merging. *Nebraska* Educational Media Association is an example of this movement.

Many other States report that the program has encouraged and accelerated the development of unified school media programs of organized and cataloged print and audiovisual materials available to pupils and teachers. Principals and librarians have come around to the concept of a true media center, have expanded their planning to include the physical facilities, and have purchased equipment necessary to supplement the materials obtained under Title II. Many libraries that were previously book-oriented are now being converted into centers for various types of resources, as in *Hawaii*.

It was funding under Title II that encouraged some school districts to embark upon new means to improve instruction through a multimedia approach. In several cases, school districts have committed funds on a matching basis with a special grant from Title II funds to carry out an overall project. Annually the effects of the unified media center are demonstrated through records of student performance resulting from more varied approaches and techniques in the instructional process and the increased independent learning which is taking place (*Nevada*).

In *Washington* there were in fiscal year 1969 substantial increases in the numbers of requests to help plan new media centers and remodel "book libraries" into media centers. These requests came from media specialists and public and private school administrators throughout the State. An increase was also noted in the number of advertisements for librarians and media specialists, with a media approach and understanding of curriculum as essential job requirements.

Use and study of materials increase as collections are upgraded, organized and cataloged. Title II has contributed greatly to the acquisition of preprocessed materials and the wide-scale processing of other materials. Trained staff and better facilities are required to handle increased use of materials and increased demands for services by both pupils and teachers. More principals are scheduling to give all children time in the library, and media centers are being kept

open longer before and after school. Elementary schools libraries, nonexistent in *Guam* before Federal aid for instruction materials for media centers was available, have started with library collections to which they have been able to add. Full-time librarians have been hired to administer the collections and provide the needed services.

California school districts have been enabled to discard old sets of books after evaluating their holdings for the first time, and to replace them with better material. Even gift books not meeting the criteria of the districts' selection policies are now discarded or refused. Other States also report a marked improvement in the quality of materials and the replacement of obsolete, obsolescent, and unsuitable items, and addition of materials not previously in the collections, such as back issues of periodicals on microfilm, art prints, 8mm. film loops, documents, and professional materials for use of the school staff.

Increases in both basic and supplemental materials for specific subject areas or purposes are reported by all the States. Reading, remedial reading, and English as a second language were greatly strengthened through provision of much needed supplementary materials in schools run by the Bureau of Indian Affairs, for example. Among other subject areas frequently mentioned as being improved are science, social studies, and art; guidance has also benefited.

California specifically mentions as a by-product of the Title II program the realization of the value of a broad spectrum of materials to support the curriculum in all school districts—large and small.

Better ability to meet the needs of individual children and the provision of different types of media, printed and audiovisual, to appeal to different children were reported specifically by *Guam* as valuable contributions of Title II. There the program also supplied materials for children with interests in certain areas to pursue their studies in depth.

Some excerpts from the *Washington* report illustrate improvement of instruction in elementary and secondary subject areas:

- "Title II has provided students with a much wider range of reading materials. I believe it has also brought about publication of more easy-to-read books. When I go on surveys and visit classrooms I often look in the students' desks. Invariably there is a library book or two. It is encouraging to me that students have access to materials to pursue the greatest single free time activity in elementary schools—leisure reading."
- "In social studies we are moving away from the traditional text because it lacks humanism—textbook style is very sterile. Teachers find that readings from sources such as Sandburg's *Lincoln*, Freeman's *Washington*, and Pringle's *Roosevelt* are much more interesting, authentic, and readable. The great personalities in history derive a breath of life in this type of book. Surveys of traditional textbook programs show students ranking history as one of the most uninteresting subjects in the curriculum. Students involved in the new programs are much more actively involved in their studies. Title II has helped these new social studies programs which are built around a wide variety of media."
- "The senior students in the World Literature Survey Course at Columbia High School were very enthusiastic about the records which we used during our unit on oriental literature. These records, which were made available through a special-purpose Title II grant, enriched our study of Chinese, Japanese, and Indian literature. This appropriate music added to the students' understanding and appreciation of the contributions made to world culture by people from parts of the world about which we know so little."
- "The new materials purchased through the special-purpose grant have more than tripled the use my students in Washington State History have made of the library. The students are now able to do independent research and reading

which were virtually impossible before we received the grant."

Title II has made more materials available to children in special schools than they ever had before, including schools not eligible under other Federal programs. Special schools enrolling participating children include those for the deaf, the blind, children afflicted with cerebral palsy, and those in hospital schools (such as the *Arizona Tuberculosis Sanitorium*), youth in correctional institutions, neglected children, and the emotionally handicapped.

According to supervisors of special education in *Washington*, Title II has helped fill a gap for specific materials tailored to the individualized and special needs of children with educational limitations. NDEA Title III provided hardware for many programs for handicapped children, but this in turn created a need for software, which Title II has filled. One small school district was able to begin a special education program because Title II provided materials for the first time. A joint interdepartmental (SEA-Institutions) Committee will serve as a more effective vehicle for the Title II program aiding special State schools and those sponsored by other agencies. The same committee served as a liaison agency for 29 day care centers which received funds for the first time under Title II and purchased materials which have helped initiate preschool-type training programs such as self-care, communication, and motor coordination. Puzzles, large-letter games, filmstrips, and slides have been used for eye-hand coordination, motor skills development, perceptual motor development, and as a means of beginning verbal and non-verbal communication.

Every item purchased under Title II by the Bureau of Indian Affairs (BIA) and most of those acquired by *Guam*, *Trust Territory of the Pacific Islands*, and *Hawaii* support directly or indirectly programs for educationally and culturally disadvantaged children. Even in *California* a survey of the Phase I (basic grant) projects indicated that some 70 percent of the districts funded and 57 percent of the Phase II (special-purpose

grant) projects qualified as areas with a substantial number of students who were educationally and economically disadvantaged and for many of whom English was a second language. In all the States mentioned above and in the BIA great emphasis was placed on materials to support programs of English as a second language.

In *Guam*, Title II materials have made possible the change from more traditional methods of instruction to team teaching, remedial and developmental reading, and the nongraded primary. Books and other printed materials and audiovisual materials are being used for presentations, reports, and group discussions in team teaching. Teachers no longer rely on the single textbook approach to learning; they have been using the wide collection of print and audiovisual materials now available in the school libraries. In-depth instructional programs in special subjects have also been supported by these materials. Children have learned how to use audiovisual materials and equipment for enjoyment as well as for assigned work, and reading for enjoyment has become a part of their lives for the first time.

Examples of newer teaching techniques most frequently employed by teachers, as reported by *Nevada* subject supervisors, were individualized instruction, continuous progress education, nongraded instruction, the independent project approach to the teaching of social studies, individually tailored programs, the discovery method, the concept approach. All these techniques were made possible by extra and special materials supplied by Title II. In addition to some of the approaches mentioned above, *California* reported that the trend toward independent study in many districts in the State has received substantial impetus through the availability of a wider selection of materials which came from Title II funds. *Oregon* also mentioned that the use of small group instruction is increasing with each group using various kinds of printed and audiovisual materials such as reference books, periodicals, maps, globes. This is particularly true in the secondary school social studies field, and was pos-

sible because of the availability of materials under Title II and other Federal programs.

The introduction of innovative curriculums has been supported to a considerable degree in the *Trust Territory of the Pacific Islands* by Title II. In mathematics, for example, as a result of the work of the specialist and her workshop group, a program designed for use by developing nations where English is the second language has been introduced, and the essential materials to get it under way were purchased for the use of children and teachers in public and private schools.

California's 115 Phase II (special-purpose grant) projects serve as demonstrations of the value of and the need for good media centers to support the educational program. Examples of innovative practices included in these projects are dial access to audiovisual and print resources, circulation to teachers and children of all materials and equipment, use of the computer in ordering.

The Washington SEA has encouraged districts to develop projects which will promote the effective introduction of new media in specific situations. Examples include one devoted to careful selection, evaluation, and exemplary use of 8 mm. films in an elementary urban school (grades 3-6); an 11th-grade American history project using original source materials on microfilm which also has as one of its objectives research into the problem of periodical storage; an art education program (K-12) involving the extensive use of art prints. A special purpose grant for vocational education was awarded a district to provide short films and kinescopes on 168 different occupations. These are expected to be placed in school libraries as 8mm. film and cassette tapes for individual pupil use. The local educational television station will broadcast the films regularly. Nearby industries have contributed money, time, personnel, and advice to this project, which began in the fall of 1969.

In Arizona, Title II coordinated its efforts with the BIA Phoenix Area Office; the Papago Agency, and the Santa Rosa Boarding School on the Papago Reservation to promote a media center supportive of the main school

and four outlying Bureau schools, several mission schools, and the public school (through the Papago Agency bookmobile). The program is in its early stage, and is expected to contribute greatly to meeting the educational needs of Papago children, as well as to serve as a demonstration model throughout the Bureau.

In Oregon, Title II has improved the instructional resources in elementary and secondary subject areas by:

- Coordination of efforts by teachers and librarians in the acquisition of reference materials and their use;
- Providing materials which can be used in developing "learning packages" which depend heavily on materials and equipment;
- Implementing new and updated courses with current materials, print and non-print.

As in other States, the Title II program has contributed to the improvement of the quality of materials by:

- Insisting that materials be purchased that will aid in the improvement of instruction;
- Pointing out that the use of multimedia materials will benefit both children and teachers;
- Encouraging the development of libraries, where none existed before, or were only a storage room for books, etc. This development of attractive media centers has made the children and teachers proud of their facilities and made them aware of such a thing as quality in materials. Personnel in the State Library have commented that requests from schools have gone from storybook dominance to a wide range of resource material, with fewer storybooks.

School Media Personnel

Staff members assigned to ESEA Title II programs in State departments of education reported that significant numbers of media

specialists, technicians, and clerks have been employed at local levels as a result of Federal programs. For example:

The increase in school media personnel in *New Hampshire* has been particularly gratifying because of efforts to implement standards for public elementary schools. The number of full-time librarians has increased 125 percent from 38 to 84; some 25 supporting media aides or technicians have been employed for tasks related to Title II and other Federal programs involving instructional media.

New Jersey reported that a conservative estimate of the growth of the school media program is that at least 50 percent of additional public school media staff are directly the result of Federal programs.

In *Pennsylvania*, 538 additional school librarians have been employed since the ESEA Title II program began. The number of supporting media aides and technicians has increased from 75 in 1965 to approximately 500.

Eight hundred media specialists, technicians and clerks have been added in *Alabama* since the beginning of the Title II program. *Florida* added 93 media specialists and 108 aides during fiscal year 1969; 100 clerical positions funded in fiscal year 1968 proved so valuable they were funded in fiscal year 1969 by LEAs. *Kentucky* reported 277 media specialists and 141 clerks; *South Carolina*, 265 librarians and 115 library aides; *Tennessee*, 200 media specialists and 100 clerical aides; *Maryland*, 3 district librarians, 28 school librarians and 84 aides/technicians; *Puerto Rico*, 35 media specialists and 64 librarians.

It is estimated in *Utah* that 12 professional coordinators, 20 technicians, and 40 clerks have been employed as a result of Federal programs of financial assistance to local school media programs. In *Wyoming* some 195 clerks and aides have been employed under ESEA Titles I and III, and approximately 13 librarians have been employed as a direct or indirect result of ESEA Titles I, II, and III. It is reported from *Oklahoma* that at least one person was added in each district as a

media specialist, technician, or clerk. This would be at least 600 persons who have been employed as a result of Federal programs in local school media centers.

Kansas added 29 school library coordinators, 18 audiovisual coordinators and 150 library aides; *Wisconsin*, 37 professional school librarians, 4 district supervisors, 75 clerks; and *Missouri*, 40 new media specialists. Other States found it difficult to make such estimates, but project descriptions and long-range plans of local districts indicate their wish to hire additional staff, professional and supporting.

Staff Development

State departments of education continued in fiscal year 1969 their programs of providing leadership, supervision, and staff development opportunities to local educational agencies participating in the ESEA Title II program. These programs have been conducted to help teachers and media specialists understand the value of a broad base of instructional materials, to know the materials, and to know how to use them effectively. The following excerpts from the State annual reports are examples of the kind of staff development opportunities provided:

- *Delaware* conducted a 3-day conference, The Multi-Media Approach to Learning, to update the education of 85 school media specialists, teachers, curriculum consultants, and school administrators. The topics presented included leadership activities, concepts in communication, evaluation, automated learning, and media production.
- *Massachusetts* provided staff development opportunities through the ESEA Title II demonstration media programs. One presentation at Oakmont Regional High School, South Ashburnham, on the use of instructional materials to support the curriculum, attracted 120 school personnel.
- Staff development opportunities with certification credit are available to *New*

Hampshire school personnel. Six institutes, supported jointly in fiscal year 1969 by the State Department of Education, the New Hampshire School Library Association, and the University of New Hampshire, have enabled 68 participants to earn needed credits and broaden their concept of school media programs. Some indication of the success of the programs is given by the fact that the University of New Hampshire has now assumed support of the project.

- *North Carolina* held a 3-day conference on independent study in cooperation with the North Carolina Association of School Librarians which attracted 900 school librarians, instructional supervisors, library supervisors, and library education personnel from public and private schools, colleges, and universities throughout the State. Focus was directed on instructional media to support independent study.
- Inservice training in the selection, organization, and use of instructional materials was given by the supervisors at the Department of Education Central Office in *Puerto Rico* to the Regional Media Specialists who are in charge of training audiovisual specialists at the school district, curriculum center, and school building levels. Private school personnel were also trained.
- Lack of staff and administrative funds prompted *Wisconsin* to try out a large Educational Telephone Network series of five programs, built around the topic, "Non-Book Materials in School Libraries." Four hundred thirty-five librarians and audiovisual staff in 31 cities participated in seven hours of inservice training. It was not the most effective way, but it seemed better than nothing.
- The *Utah* report states that the availability of materials has motivated teachers to become involved in inservice activities at universities or in local, regional, or State workshops to assist them in the use of these materials in the instructional program. Improvement in

instructional practices has been demonstrated.

- In *Louisiana* workshops and inservice education at parish and school levels, the emphasis continued on the selection of quality materials for media programs. The criteria of selectivity were made effective through recommendation of standard selection aids and suggestion of new media. Schools were encouraged to expand and enrich their resources after acquiring basic collections of all types of materials and to evaluate their collections to determine continuing needs.
- No inservice training sessions were held in *Arizona* and *Nevada* during fiscal year 1969 because of cuts in staff and funds for administrative activities. The *Arizona* Department of Public Instruction prepared and distributed a newsletter promoting the use of paperbacks and discussing problems concerning selection of materials by and about minorities. *Nevada* conducted site visits to libraries and had conference discussions with media personnel.
- Training of school library personnel received high priority in workshops conducted by the Bureau of Indian Affairs. In Juneau, the Director of the Media Section of the Instructional Service Center worked with seven media aides in inservice training sessions, and two library aides were trained for six weeks at the Bureau's Professional Library to enhance their abilities to provide services necessary for effective use of audiovisual materials. In addition, two full-time instructional media center coordinators received additional training at the Instructional Service Center.
- *California* also arranged and conducted inservice training at a joint workshop for 175 school administrators and librarians from three counties—sessions devoted to fundamental problems in the selection, organization, and use of materials acquired under the Title II program. *Guam* had similar conferences for media personnel at its Learning Re-

sources Center and at school libraries, with some workshops limited to inexperienced library personnel.

- Elementary school principals were the participants in a six-session workshop held in one county in *California* to work on implementation of effective elementary school libraries. Many other such workshops were requested of the SEA, but they could not be funded.
- The Learning Resources staff of the *Washington* SEA held inservice meetings with professional regional and State associations on such topics as the role of the media center; designing facilities for better media programs; selection of materials; censorship; cataloging and classifying nonprint materials for use; certification of media specialists according to behavioral objectives, with teacher education institutions, school district personnel and other SEA staff also participating; standards implementation, both State and national; ways of working with administrators to effect change in educational programs; possibilities of program involvement under Federal legislation.
- Inservice training was also supplied to provide better services for special groups of children. *Guam* conducted workshops for librarians working with disadvantaged children. In one *California* county, 150 administrators, teachers, and librarians spent two days hearing presentations and discussing the specialized use of materials for gifted children. A workshop of three eight-day sessions was set up by the *California* SEA for teachers, school administrators, curriculum personnel, and school board members from three county offices and twelve school districts whose focus was on innovative practices with special emphasis on independent study and the use of school library resources. Each school then sent teams of teachers, administrators, and board members to observe innovative programs in operation in schools.

Selection of Materials

Under the ESEA Title II program, State departments of education have stressed the critical evaluation of materials. State department of education personnel gave assistance in development of project applications and held State, regional, county, or school system conferences.

Outstanding in nearly every Title II report is the increasing attention being given to the selection of materials especially suited to the needs of educationally and culturally deprived children and those with special needs, and to materials which treat all ethnic groups with fairness. The following examples illustrate this kind of activity:

- The bibliography of suggested selection tools in the New York Title II Planning Guide has been updated, with more than 100 new titles added, with those specifically evaluating and listing materials for compensatory and special education programs identified. In addition, new bibliographies useful in bilingual and Black studies programs have been prepared.
- *Arizona, Guam, Oregon, Washington* and *BIA* all made efforts to help provide materials for children with special needs (the handicapped, bilingual, those educationally and economically disadvantaged, and those in early childhood, vocational, and advanced placement programs) by disseminating bibliographies of materials especially suitable. The SEAs have either provided consultative and inservice training on selection and use of materials suitable for these children, with special attention to individualized instruction, or have encouraged the LEAs to do so.
- In *Washington*, the SEA subject area supervisors worked together in developing special-purpose grants for children and teachers with special needs.
- Media specialists in *Rhode Island* are working to strengthen holdings in Black history and literature, using a comprehensive bibliography prepared by the State Department of Education. Em-

phasis is also placed on selection of materials for use in Title I, bilingual, and early childhood education programs.

- *New Jersey* reports increased interest in selection of audiovisual materials and intensive use of the relatively few selection aids for such materials. State school media consultants have prepared exhibits of both print and audiovisual multi-ethnic materials for conferences and workshops.
- *Wisconsin* put approximately one-third of its funds into special projects which identified and supplied the special needs of children and teachers.
- In past years, the *Ohio* Special Purpose Grants provided collections for slow learners, psychotic adolescents, the blind, and minority groups.
- Shawnee Mission Center for Special Education and the Center for the Visually Handicapped received acquisition funds from the *Kansas* ESEA II program.

A major strength of the program was the increased involvement of teachers in the selection process. *Georgia* reports that selection aids purchased with Title II funds have caused great improvement in the quality of choices made; responsibility for selection tends to be shifted more and more to the local level. In *Oregon*, subject specialists discuss with teachers materials that would be beneficial to the pupils under their supervision, referring to the various selection aids covered by the Title II *Handbook* and the curriculum guides printed by the State; they also provide demonstrations on the use of materials at local level. The insistence by the State education agencies on the use by local agencies of standard selection aids, of a written selection policy, and of involving teachers in the selection, has resulted in higher quality in the materials reaching the classroom.

In the *Trust Territory of the Pacific Islands*, the science materials provided with Title II funds in each of the six school districts had to be selected with the total range of pupils in mind from preprimary to upper

secondary. Translation into the vernacular had to be a consideration, as did vocational education, since teachers and administrators had to think in terms of relating the materials and their use to the world of work.

Standards for Instructional Materials

Standards for school library resources, textbooks, and other instructional materials have served the general purposes of all educational standards: to set minimum levels below which no instructional program can be effective and to encourage efforts not only to meet standards but to go beyond them toward excellence in educational opportunity. Leadership in the development of standards has been provided by State departments of education, which organize committees representative of the educational community to assist with this work. Updating and upgrading of standards continues to be a constant concern.

In fiscal year 1969, *New Jersey* was reviewing standards to reflect the unified media concept, revision having been recommended by the New Jersey School Media Association.

Standards for school media programs in *Delaware* were completed by committees of local supervisors and media specialists with the cooperation of the State Supervisor of Library Services, and were ready for the approval of other educational groups and the State Board of Education.

Late in fiscal year 1969 *Massachusetts* began to organize a committee composed of State agency staff members, school superintendents, principals, directors of instruction, teachers, school media specialists, and private school representatives to begin revision of school media standards.

Copies of the new *Standards for New Hampshire Elementary Schools*, containing sections relating to media facilities, staff, and services were distributed to all elementary school principals. Administrators thus have an opportunity to assess the adequacy of their media services and are being asked to meet minimum standards by 1972.

In *Alabama*, the books-per-child average

has reached 5.5 but is still below the minimum State standard of 6. *North Carolina* reports 10.62 books per child, an increase from 7.49 in five years, while *South Carolina* averaged 11.8 in fiscal year 1969. *Tennessee* set its books-per-child standard in fiscal year 1969 at 6, to go to 8 by fiscal year 1972. Standards were revised by *Georgia* in fiscal year 1969, will be rewritten in *Kentucky* in fiscal year 1970. *West Virginia's* revision of its State Comprehensive Educational Program will incorporate the new *Standards* (1969) set by the American Association of School Librarians and the Department of Audiovisual Instruction (DAVI) of the National Education Association (NEA). Revision is in progress in *Maryland* also: 51.6 percent of Maryland's schools now meet the present minimum standard of 5,000 volumes, an increase from 23 percent in 1965, and double the number of schools meeting the minimum standards during the previous 4 years of Title II. *Wisconsin* reported half its high schools, 43 percent of its junior high schools, and 39 percent of elementary schools now meet State standards. *Ohio* had 24.9 percent of the districts reporting an average of 10 or more books per pupil.

Some States revised their State requirements for school media programs, using the *American Library Association—DAVI Standards of School Media Programs* as a guide for long-range planning, and held numerous conferences and seminars to study the new ALA-DAVI Standards. Examples of publications concerning revision are *Iowa's Plans for Progress in the Media Center K-6*, and *Ohio's Revised Minimum Standards for Ohio Junior High Schools*, and for *Senior High Schools*. In *Texas*, tentative media standards have been distributed to city supervisors and other key educators for evaluation, and a statewide institute has been held on the implementation of national standards, as has a State regional meeting in which the national standards have received special program emphasis.

Standards, based on the 1969 national criteria, were revised in district level workshops in *Utah*. In 1969-70, the Title II staff will conduct regional workshops to help local

media personnel implement these standards.

Updated State school library standards were approved by the *Louisiana* State Board of Education in 1968 and became effective in the 1968-69 school year. The new standards included personnel, collections, facilities, budget, and program components.

A University of Idaho doctoral dissertation examines and compares the public secondary school library program in the State with the adopted State school library standards, the school library standards of the Northwest Association of Secondary and Higher Schools, and those of the American Library Association. The author concludes:

In general, many secondary schools in Idaho are below the State, regional, and national library standards, ranging from 12.06 percent to 86.11 percent below, and the degree of inadequacy is relevant to the different requirements in each standard. This investigation revealed that the number of schools below the regional standards is smaller than that below the State standards and the number of schools below the State standards is smaller than that below the national standards, simply because the regional standards are the lowest and the national standards, the highest.

Arizona doubts that if all materials in the schools which are really outdated or worn beyond use were really discarded, much progress could be observed toward meeting standards.

A school library study conducted in *California* in 1963-64 indicated that more than 6 million books would be required to bring elementary school libraries up to the 1960 *ALA Standards for School Library Programs*. It also showed that the high school libraries averaged 5.3 books per pupil and elementary schools 4.8 books per pupil at that time. Because of Title II and district effort, the average number of books per pupil in elementary schools is now 5.6 books (an increase of .8 books) and in secondary schools it is now 8 books (an increase of 2.7). At the present time, about 8 percent of *Oregon's*

schools do not have fully organized audio-visual materials, and 35 percent do not meet minimum standards of 10 books per pupil.

Guam is considering revising its 1966 standards on the basis of periodic reviews, studies, and surveys. About half of its schools now meet the requirements of Phase II of the standards, while one-fourth have reached Phase III, and the remainder are on Phase IV and Phase V.

Nevada has not made any changes in its standards since they were published in 1963. The State has been reasonably successful in meeting the ALA 1960 *Standards*. There are still gaps in such areas as filmstrips, film loops, tape and disc recordings, and even certain categories of printed materials. In anticipation of the preparation of new State standards to be published in 1970, a statewide standards revision committee has been formed, made up of educators and lay people. This committee is expected to recommend not only revised standards for school library resources and instructional materials, but also procedures for their review, selection, and acquisition.

Standards for Integrating School Library and Media Services were approved by *Washington* in December 1968 for the improvement of learning resources services and as a basis for continual evaluation of these programs. A State Standards Implementation Committee has been formed with representation from the SEA and professional groups. The State reports, from its 1969 Title II inventory records, significant gains since 1965: the average number of books per pupil has risen from 8.5 to 9.8 and is thus close to the State's standard of 10. Substantial increases have also occurred in the purchase of non-print materials, but the drop in Title II funding slowed down the rate of progress toward meeting standards.

Evaluation of the Title II Program

Under the Title II program, administrative and supervisory staff in State departments of education make periodic assessments of ad-

ministrative and program practices to evaluate their effectiveness and determine to what extent management and program changes are needed. Data obtained from local school officials in combination with subjective evaluation of educational changes are used to assess the impact of the program. Examples of procedures used to evaluate the impact of the increased resources provided under Title II on educational quality and opportunity include:

- *Connecticut* uses project applications as a primary evaluative process, each application indicating need for materials and long-range plans for improving educational services with Title II materials. Schools reporting establishment of new media centers indicate the extent to which Title II materials contributed to the increase of improved service.
- *Massachusetts* reports that a number of individual research projects on the impact of Title II are currently in progress. A study of Federal programs in five New England States is being conducted by the Policy Institute, Syracuse University.
- *New Jersey* extracted some interesting evaluative data on public and private school media programs from applications for the Title II program. For example, the number of private elementary school children enrolled in schools with centralized libraries rose from 28,266 in 1966 to 82,388 in 1968. In 1966, private school children in New Jersey were in schools which had only classroom collections numbered 107,203. In 1968, this number had been reduced to 30,394.
- *Alabama* conducts an annual survey which measures the growth and development of school libraries. Survey data is compiled to give a composite picture of library service throughout the State.
- In *Florida* the Title II office is collaborating with the School Accreditation Section of the Department of Education in the development of qualitative standards for educational media. This is a part of the study and revision of the State's School Accreditation Standards which

will result in an examination of the quality of educational programs in addition to the quantitative aspects of programs which have been examined so often in the past. One district, on its own, is attempting to correlate the increase in the availability of educational media with changes in achievement test performance.

- *Maryland* conducted a statewide survey of all public, private, and institutional schools in the spring of 1969 which produced statistics concerning the number of schools with central libraries, size of collections, ratio of non-print to print material, and staffing.
- The development of the Title III ESEA annual needs assessment models in the *District of Columbia* and *South Carolina* will include library information.
- *Alabama* reports more than 80 percent of its elementary schools now offering some centralized service to children and teachers, as against 50 percent at the inception of the Title II program. The almost daily arrival of specifications for new library (media) centers gives evidence that many secondary schools are purchasing non-print materials and have adopted the complete media service concept.
- Based on a questionnaire sent to all LEAs, *Florida* reports that the availability of improved collections has stimulated children, particularly in low income areas, to read more, improving their general school performance.
- Isolated surveys in *Kentucky* reveal that books per child in Jefferson County have reached 8.5 from 7.2, even though there was a corresponding increase in enrollment of 12,000 students; 10 libraries were established in Floyd County, with 3,585 children having library service for the first time; in the city of Murray, public support has increased to the extent that new libraries have been opened in the three elementary schools; additional professional librarians have been employed and much resource material

added. This has arisen from public awareness of the importance of library materials.

- Of all the materials now available for use by children in public schools in *Maryland*, eight percent have been provided under Title II during the four years of its existence. These include 678,524 books, 88,993 filmstrips and microfilms, and 49,958 slides and transparencies as part of the total of 925,324 items purchased. Title II has made available for the use of private school children and teachers 156,058 books, 26,427 filmstrips and microfilms, and 16,883 slides and transparencies in a total of 218,748 items.
- In *Puerto Rico* acquisition of instructional materials such as filmstrips, recordings, tapes and films was very limited prior to Title II. Acquisition of these new materials has made possible the attempt to individualize instruction, particularly at the secondary level. Also in *Puerto Rico*, Title II funds have made it possible for the school system to give each child in elementary and secondary classrooms a copy of each one of the basic texts for the developmental phase of teaching reading and language.
- In *North Carolina*, the Demonstration School Libraries Project continues to provoke much favorable reaction with local effort increasing in each participating district. The Educational Media Mobile, housing selection aids and media, is heavily scheduled to school administrative units and to colleges and universities which hold media institutes and workshops.
- The *Ohio* ESEA Title II program in cooperation with ESEA Title III contracted with the Battelle Memorial Institute to evaluate school library needs (including manpower). "The quantitative results showed that many of the schools sampled do not meet all the minimum Ohio standards, and very few meet all the ALA 1960 *Standards*," reported the Institute. Facilities and equipment,

and improvement in library services were identified by teachers and librarians as major needs. So was manpower: there was a general shortage of qualified librarians—one certificated for every 3.3 schools, or one librarian per 1,839 students, even though the Institute found more than 4,300 library assistants working in schools, with 76 percent serving in elementary schools.

- In *Minnesota*, local effort rose from \$3.52 to \$5.32 per student.
- *Wisconsin* saw a 16 percent rise in funding and 50 percent of senior high schools meeting minimum State standards, as against 12 percent prior to ESEA II.
- In *Colorado*, Title II has had an impact on the more progressive school districts, while some of the smaller districts are experimenting with various forms of cooperation. Fourteen Boards of Cooperative Services have been set up with the common goal of providing unified school media programs for their member school districts.
- The success of the unified school media program in *Arkansas* has been reflected in better overall organization of material, economy in expenditure, elimination of duplication of materials, wider use of resources purchased, and greater variety of materials on particular subjects.
- *Hawaii* made a survey of school librarians to evaluate the types and extent of duties performed, their professional backgrounds and experience and educational qualifications. The survey showed that the statewide weekly average for working time spent by librarians was: services to teachers (e.g., search for materials, compilation of bibliographies, assistance in selecting materials for the curriculum) 18 percent; services to students (e.g., reference work, instruction in use of library materials, selection of reading materials for classroom needs and personal interest) 36 percent; audiovisual services (e.g., circulation of audiovisual equipment, film bookings, instruc-

tion in the use of equipment, workshops) 6 percent; clerical work (e.g., clerical tasks involved in making services and materials available, processing purchase orders, invoices, and materials) 33 percent; and other responsibilities (e.g., preparing budget requests, correspondence, acting as adviser to student groups) 7 percent. A similar survey is in progress for audiovisual coordinators.

- In *Nevada* a study of equipment, facilities, and materials available in the schools was completed, and the results, when applied to State standards published in 1963, show some evidence of closing the gap. But when they are applied to the new ALA-NEA *Standards for School Media Programs*, there is evident a need for increased assignment of State and local resources for media programs, and for leadership on the national level for the development of such programs.
- Two studies were conducted on the effectiveness of *California's* Phase II projects, one under an SEA contract. The findings of one study seem to warrant the following conclusions, as applied to the 48 schools which received Phase II grants during fiscal year 1966:

Federal aid to school libraries results in the enrichment of library programs.

Phase II grants encourage the establishment of new elementary school libraries and the expansion of existing ones.

Phase II grants assist in promoting the media center concept.

The development of an unusual or model library has great value in demonstrating the benefits of a full program of instructional materials.

Although Federal aid in general had a good effect on libraries in California, there were some serious drawbacks:

- a. Not enough time for selection and purchase of materials;

- b. Insufficient staff to carry out the program; and
- c. Inadequate facilities for the program.

The Phase II program would be more effective if additional consultant staff were provided in the Bureau of Audio-Visual and School Library Education in the State Department of Education.

School district support is necessary for the development of a strong library program.

Continued and increased assistance is needed to bring many of the libraries up to national and State school library standards.

Preliminary findings from the other study for schools with Phase II grants in fiscal years 1966 and 1967 were quite similar. The librarians responded in the following rank order to what they felt had been the most successful parts of the project:

1. The new and wide range of materials;
2. The expansion to multimedia of the library collection;
3. Increased student use;
4. Impact in the field of curriculum involvement and change; and
5. Factors related to increased services, increased personnel, and the effect which the project had upon school library development within their districts.

Responding librarians indicated as drawbacks to full success of the project: lack of time to select and process materials, lack of adequate space and personnel, and poor cooperation by the district. Problems with children and teachers were minor deterrents.

- In 1968-69 the *Washington* SEA conducted a special-purpose grant survey to determine specific objectives (couched in administrative rather than behavioral terms) as perceived by the school districts, and the degree to which they had fulfilled those objectives. In rank order the most frequently stated objectives were:

1. To individualize instruction (8).
2. To expand library facilities and materials (7).
3. To provide for independent study (5).
3. To provide indepth resources (5).
4. To enrich total offerings of libraries (3).
4. To increase opportunities for pupils to acquire skills (3).
5. To create a learning resource center (2).

Subject areas supported by special-purpose grants were:

1. Social studies (8).
2. Health and sex education (4).
3. Intercultural education (disadvantaged or minority groups) (3).
3. Humanities (3).
4. Nongraded English (2).
4. Science (2).
5. Reading (1).

As a direct benefit of their Title II funds, districts with special-purpose grants reported that they were developing a systematic approach to instruction and increased use of the library facilities and learning resources materials, and also indicated that they had achieved a high degree of satisfaction in the accomplishment of their listed objectives.

Standards and Needs

The impact of the ESEA Title II program on educational quality and opportunity for children in the Nation's schools can be measured to some extent by reports on the increased quality and quantity of resources. Standards developed or revised under Title II have served as factors in establishing relative need for the distribution of materials under the program and also as measures for determining the needs of children and teachers for additional materials. Some States have conducted surveys of instructional materials collections and services in local educational agencies and are able to report significant gains as well as further needs.

- *New Jersey*, for example, reported the following statistical data, noting that despite increased collections, staff, and

(Per pupil)	Standard	FY 1969 Actual	
		Public	Private
Librarians	1/500	1/1095	1/1224
Books	10	6.5	5.0
Support (State & local) ..	\$4-6	\$5.12	\$2.90

support, the State had, as we saw earlier, far to go.

- *Delaware* set tentative standards for materials in 1967 to determine the need in order to apply the relative-need formula in the administration of Title II. The following statistics show the degree to which standards were met in 1968 and 1969:

	Standard	1968	1969
		(188 schools)	(191 schools)
10 volumes per pupil.	24%		48%
750 filmstrips	8%		12%
500 recordings	1.5%		2.6%

- The *Rhode Island* report states: In 1959, only 20 percent of its public schools provided any kind of library service to children; the ratio of librarian to children was 1/4600, and 66 cents per pupil was being spent on library materials. Ten years later, 88 percent of the schools provide library service, the ratio of librarian per pupil is 1/800, there are 6.2 books per pupil, and \$2.80 per pupil is being spent locally for library materials. In relation to standards, however, for the 173,976 public school children the State needs 3.4 million volumes, even larger quantities of audiovisual materials, and \$7 million annual expenditures for print and audiovisual materials to maintain a level of excellence.

In assessing the levels and subject areas

where there is still a great lack, nearly every State pointed to need for elementary school materials. It is estimated that at present, the percentages of elementary schools still *without* libraries in selected Northeastern States are as follows:

State	Percentage
Connecticut	35
Delaware	6
Maine	60
Massachusetts	57
New Hampshire	66
New Jersey	45
New York	16
Pennsylvania	56
Rhode Island	12
Vermont	75

While these reports indicate marked progress under Title II there remains much of the road to be traveled toward the goal of improving instructional techniques and pupil achievement through the use of these media.

Alabama, *District of Columbia*, and *Tennessee* listed non-print materials as being in greater need than print. *Florida* listed print as a first priority with high interest, and low vocabulary materials needed at both elementary and secondary levels.

Alabama and the *District of Columbia* find that elementary needs are greatest. *Georgia* lists junior high level materials as most needed. *South Carolina* feels that secondary school requirements are the most pressing. *Puerto Rico* needs all-level English textbooks, elementary Spanish and science textbooks, and secondary French textbooks.

Nineteen States viewed the greatest need at the State level as being additional media consultative personnel to permit extending services to LEAs, assisting further in inservice training programs, and implementing the media center concept. *South Carolina* felt that a technical consultant in management

information would be of greatest service to the program. Supportive staff was seen as a great need, with specific mention of graphic artists.

A number of States consider audiovisual materials for elementary schools their greatest lack. *Iowa* indicated a need for vocational agriculture, home economics, business education, and industrial arts materials in addition to materials for elementary schools. *South Dakota* lists social studies and language arts. Several States stressed the need for all kinds of materials for all grade levels.

Texas, through packaging of Federal and State programs, zeroes in on identified priority areas. It finds acute the need for printed and audiovisual materials for bilingual education and for the gifted and early childhood programs, as well as for printed and audiovisual materials for vocational education, grades 6-12. *Oklahoma*, *Utah*, and *Idaho* report the need for audiovisual materials, especially at the elementary level. *Texas* and *Utah* also make the point that without Federal funds, they cannot provide sufficient library and media personnel for public school districts.

Arizona and *Oregon* both lack State school library supervisors and audiovisual specialists. The Bureau of Indian Affairs needs another person available to prepare more adequate selection aids which have been evaluated for their adaptability to Indian children. In *California*, the problem remains the same as last year—not nearly enough people to do the job as well as it should be done. A qualified person is needed to help the Title II Coordinator provide more services for the availability and utilization of materials; this person could also supervise the acquisition and processing of materials purchased with Title II funds, thereby making materials available for use more quickly.

The *Nevada* SEA needs a consultant whose sole responsibility would be establishing practices for the quality review of the instructional materials, making suggestions and recommendations to LEAs about the quan-

tity, quality, and use of materials, and helping district personnel select materials and plan programs for optimum use.

The personnel in the *Washington* SEA Learning Resources Section declined from three to two by September 1969 because of the uncertain funding of Title II, with consequent reduction in clerical staff, and diminution in services. The State budget for the SEA was also lower than requested, and program development in all areas is adversely affected. A critical need is increased staff time for analyzing specific needs; developing long-range implementation plans, including coordination of Title II with other Federal and State programs; and increased staff time to help districts initiate and carry through innovations and effective projects.

In *California*, the ratio of qualified and credentialed school librarians and audiovisual personnel in LEAs is approximately one for each 2,500 pupils.

By the recent *Standards for School Media Programs*, the needs in *Hawaii* are great in terms of more staffing, space, equipment, and resources if the State is to reach its goals for quality education. There is continued need for professional and support staff at LEA and school levels. Each district has appointed a liaison person, but few have the professional training or experience to qualify as media specialists, and all have other professional responsibilities. None of the districts has a complete media center with sufficient equipment and resources. The *Hawaii Annual School Library/Media Report* survey pointed out that a large percentage of the school librarians' time is spent in clerical work.

With the exception of the two urban areas in *Nevada*, all local county school districts are in need of additional professional and support personnel. This carries with it an implied necessity to remodel existing facilities and to plan new facilities for effective instructional procedures.

The number of media specialists, technicians, and clerks employed in *Washington* State as a result of Federal monies for local media programs gives little indication of the

real need which is for an increase in the number and quality of such personnel. Experience has shown the SEA that effective media programs evolve only if there is wholehearted support of administrators and if the media persons most directly responsible for project implementation possess the necessary skills. Most of the schools (approximately 1,700) lack adequate well-designed space to increase the availability of materials and their effective use except on a piecemeal basis; the best use is therefore not being made of the staff and facilities already available.

It is well established that to make the programs most effective, there is particular need for audiovisual materials suitable for individualized use by pupils. The demand for records, tapes, film loops, filmstrips, study prints, study kits, and art prints which can be checked out and taken home or used elsewhere in the school is growing.

Arizona believes that because its schools have very few materials, they tend to keep too many things which are no longer useful or which, in fact, may be liabilities rather than assets.

Whatever progress was made in Nevada in closing the materials gap was all but wiped out by higher standards resulting from the media center concept and by greater demands placed on education. Regardless of effort, need is still evident, still felt, and still critical. The SEA staff offers, as examples of kinds of materials most urgently needed: updated science materials; interesting, easy-to-understand materials for beginning, slow, and reluctant readers; vast amounts of material to permit independent study and newer instructional techniques, particularly in secondary school social studies; materials of all kinds to support new curriculums and subject areas on which increased emphasis is being placed, such as economics, political science and local government, international relations, psychology, sex education, drugs and narcotics, computer technology, oceanography, and moral and ethical values.

Also critically needed are specialized materials such as those for guidance and vocational education related to trades, industries,

and careers; for early childhood education; for the disadvantaged; for the gifted, and for the handicapped. For example, special education supervisors in the California SEA are often appalled by the dearth of materials in special schools for the handicapped, primarily because of restricted budgets. BIA reports that a predominant problem of deafness in Indian and Eskimo youth is just being recognized, and that much special material is required. Suitable materials for bilingual education are in short supply for Indian, Eskimo, and Alaska natives in schools administered by the BIA, and Indian children in public schools, especially in Arizona, Washington, and California; for other children who come from homes where English is not spoken, such as large numbers of Orientals in Hawaii, California, and Washington; for Mexican-American children, present in large numbers in Arizona, California, Washington, and Oregon; and for children in Guam and the Trust Territory of the Pacific Islands, most of whom do not speak English as a first language. Most of the Indian children in BIA schools and in Guam, Hawaii, and the Trust Territory of the Pacific Islands suffer from a severe degree of social and cultural isolation. The Title II coordinator of Hawaii, for example, writes that world problems and space exploration create a need for resources that can help local children visualize the areas beyond their horizons. Many such a child has never been off the island where he was born, and he needs media experiences to understand the vastness of great land masses and the space beyond his limited viewpoint. Materials for teaching cultural heritage of such, as well as of Negroes, and for intercultural understanding, are very scarce and not always of good quality.

Summary

During fiscal year 1969, public and private elementary and secondary schoolchildren and teachers in the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and under the jurisdiction of the Department of the Interior (for children

and teachers in elementary and secondary schools operated for Indian children) participated in the ESEA Title II program for the improvement of educational quality through improved resources. Of the \$50,000,000 available in fiscal 1969 (as compared with \$99,234,000 in fiscal year 1968) \$49,100,000 was used, or over 98 percent of the amount available.

The history of State administration of the title II program is one of relatively small outlays for State administration, with efforts to utilize funds as much as possible for the acquisition of materials for use in instructional programs. State departments of education spent less in the management of the title II program in fiscal year 1969 while striving, in the face of the reduced appropriation, to keep the administrative and supervisory staff assigned to the program.

Of the \$46.15 million spent for acquisitions, \$40.65 million went for school library resources—books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, and sound recordings, including but not limited to those on disc or tape; processed slides, transparencies, films, filmstrips, kinescopes, and video tapes, or any other printed and published or audiovisual material of a similar nature which are processed and organized for the use of elementary and secondary school pupils and teachers. Other instructional materials—these same resources but not processed and organized—took \$2.2 million. Textbooks, bought for use in 19 States, Puerto Rico, and the Trust Territory of the Pacific Islands, accounted for only about one percent of the outlay—\$737,286. Ordering, processing, cataloging, and delivering the materials cost about \$2.2 million. State administrative expenses—fixed by law at 5% of the State's allotment or \$50,000, whichever is greater—accounted for \$3 million.

The Future of Title II

The Advisory Council on State Departments of Education notes the substantial

progress made in elementary and secondary education by reason of the ESEA Title II program, and endorses all efforts to maintain and enlarge it. It notes the comments of the chairman of the Senate Appropriations Subcommittee, Senator Magnuson, in the floor discussion February 27, 1970:

The lack of library resources in elementary schools, junior high schools, and secondary schools is critical. All statistics show that this is one of the most important programs we have. . . . This program, even now with this small amount, serves over 40 million children. . . .

The Council is therefore highly gratified with this relevant portion of the President's Education Message to the Congress, March 3, 1970:

In September, the Nation's chief education officer, Dr. James E. Allen, Jr., proclaimed the Right to Read as a goal for the 1970s. I endorse this goal. . . .

In some critical areas, we already know how to work toward achieving the Right to Read for our Nation's children. In the coming year I will ask the Congress to appropriate substantial resources for two programs that can most readily serve to achieve this new commitment—the program that assists school libraries to obtain books, and the program that provides funds through the States for special education improvement projects. . . .

I shall direct the Commissioner of Education to work with State and local officials to assist them in using these programs to teach children to read. This is a purpose which I believe to be of the very highest priority for our schools, and a right which, with the cooperation of the Nation's educators, can be achieved for every young American.

Table 6 shows the fiscal 1969 funds available to the States, and their expenditures for administration and for acquisition and processing of materials.

Table 6.—Funds Available and Funds Expended for State Administration and Acquisitions, Under Elementary and Secondary Education Act, Title II Programs, Fiscal Year 1969

State or Other Area by Region	Allotment	EXPENDITURES								
		State Administration	School Library Resources	Textbooks	Other Inst. Materials	Ordering Processing	Total Acquisitions	Total Expenditure		
1	2	3	4	5	6	7	8	9		
Totals	\$50,000,000	\$3,035,422	\$40,658,520	\$737,286	\$2,212,541	\$2,544,837	\$46,153,184	\$49,188,606		
Alabama	840,259	49,892	702,683	2,693	60,488	16,782	782,646	832,538		
Alaska	66,568	9,569	29,938	—	27,065	—	57,003	66,572		
American Samoa	30,000	—	—	—	—	—	—	—		
Arizona	453,532	49,929	338,091	—	25,141	2,019	365,251	415,180		
Arkansas	453,532	48,487	403,959	—	—	—	403,959	452,446		
Bur. of Ind. Affairs	72,945	—	70,283	—	1,502	610	72,395	72,395		
California	4,786,011	215,938	3,921,124	—	—	639,211	4,560,335	4,776,273		
Colorado	541,044	37,567	342,946	—	124,610	33,193	500,749	538,316		
Connecticut	717,932	47,648	644,946	—	—	18,494	663,440	711,088		
Delaware	134,057	47,273	80,541	—	208	10,712	91,461	138,734		
Dist. of Col.	167,514	26,604	88,611	—	47,653	5,395	141,659	168,263		
Florida	1,358,173	64,675	988,004	737	148,202	74,682	1,211,625	1,276,300		
Georgia	1,089,383	49,468	930,821	30,415	5,573	70,223	1,037,032	1,086,500		
Hawaii	193,833	32,619	129,742	—	—	25,491	155,233	187,852		
Idaho	180,728	39,377	107,132	—	31,005	2,941	141,078	180,455		
Illinois	2,681,475	123,349	2,435,716	—	52,789	65,729	2,554,234	2,677,583		
Indiana	1,286,642	39,055	1,090,948	—	49,230	84,763	1,224,941	1,263,996		
Iowa	722,942	50,000	625,090	—	—	47,852	672,942	722,942		
Kansas	556,782	50,000	472,077	—	—	34,648	506,725	556,725		
Kentucky	759,127	45,797	502,782	41,242	15,182	16,870	576,076	621,873		
Louisiana	954,621	38,210	825,415	19,235	—	58,571	903,221	941,431		
Maine	253,111	27,960	192,566	—	22,963	4,825	220,354	248,314		
Maryland	936,620	46,172	818,317	—	2,066	64,543	884,836	931,008		
Massachusetts	1,296,227	68,007	998,769	—	136,918	74,191	1,209,878	1,277,885		
Michigan	2,326,201	108,880	1,734,849	91,432	218,211	131,237	2,175,729	2,284,609		
Minnesota	996,022	47,430	901,162	—	28,458	18,972	948,592	996,022		
Mississippi	589,397	50,055	564,450	468	—	23,654	538,104	588,159		
Missouri	1,144,401	45,933	1,035,363	—	3,212	50,863	1,089,906	1,135,839		
Montana	185,736	49,547	134,311	—	1,320	—	135,631	185,178		
Nebraska	374,367	86,367	253,428	—	6,127	25,960	285,515	286,886		
Nevada	113,689	16,299	90,312	—	—	4,313	94,625	110,924		
New Hampshire	168,878	18,264	122,757	500	17,419	7,971	148,647	166,911		
New Jersey	1,652,599	79,821	1,579,134	—	—	17,798	1,596,932	1,676,753		
New Mexico	288,109	45,550	180,144	3,513	51,051	1,968	236,676	282,226		
New York	4,090,893	175,959	3,387,917	—	—	498,431	3,886,348	4,062,307		
North Carolina	1,186,993	56,303	1,097,792	561	12,785	10,667	1,121,805	1,178,108		
North Dakota	162,589	34,779	126,332	—	—	—	126,332	161,111		

Ohio	2,661,889	130,638	2,406,250	32,722	53,026	36,636	2,528,634	2,659,272
Oklahoma	596,823	75,357	330,858	27,832	151,042	5,625	515,357	590,714
Oregon	485,416	47,440	390,218	—	3,942	43,795	437,955	485,395
Pennsylvania	2,767,349	188,395	2,225,308	63,240	232,186	108,221	2,628,955	2,817,350
Rhode Island	210,946	26,315	162,700	—	—	19,429	182,129	208,444
South Carolina	647,442	38,986	447,614	10,232	116,375	34,221	608,442	647,428
South Dakota	181,001	38,000	141,938	—	—	—	141,938	179,938
Tennessee	887,491	44,944	796,041	21,322	—	20,739	838,102	883,046
Texas	2,723,308	126,176	2,325,339	24,092	35,155	227	2,384,813	2,510,989
Trust Territory	44,184	—	14,720	19,824	4,943	3,735	43,222	43,222
Utah	296,752	51,026	209,285	3,626	—	—	212,911	263,937
Vermont	104,377	19,381	78,964	—	—	5,000	83,964	103,345
Virginia	1,057,993	23,749	972,808	—	—	24,682	997,490	1,021,239
Washington	819,428	49,835	698,520	—	31,971	38,937	769,428	819,263
West Virginia	420,151	48,784	326,013	2,982	33,524	6,334	368,853	417,637
Wisconsin	1,153,770	57,460	802,083	10,672	261,939	21,939	1,096,633	1,154,093
Wyoming	87,394	14,665	60,379	—	6,547	1,680	68,606	83,271
Guam	34,595	1,498	26,795	—	1,574	4,728	33,097	34,595
Virgin Islands	30,000	¹	¹	¹	¹	¹	¹	¹

¹ Data not available.

² American Samoa did not participate in ESEA Title II.

Strengthening Instruction in Science, Mathematics, Foreign Languages, and the Humanities and Arts

(National Defense Education Act of 1958 as amended, Title III)

Fiscal year 1969 was the eleventh year in which the Title III, National Defense Education Act (NDEA), program supported the improvement of instruction through the purchase of equipment and materials and minor remodeling and through State supervisory and related services. The program has experienced considerable growth, the number of eligible subjects increasing from three to 11 (including arts and humanities). Appropriations for equipment and minor remodeling increased from \$49,280,000 in 1959 to \$75,740,000 in 1969; for supervisory and related services, from \$1,350,000 in 1959 to \$7,500,000 in 1967, the last year in which they were separately appropriated. Beginning in 1968, funds totaling \$5,500,000 for supervisory and related services were deleted from the NDEA Title III appropriation and added to that of ESEA Title V (grants to strengthen State educational agencies). (Administration of NDEA Title III continued to be funded through an appropriation of \$2,000,000 in fiscal years 1968 and 1969.) Although funding for supervisory and related services was shifted, many States continue to report these activities in their NDEA Title III annual reports.

The number of State agency professional staff positions currently performing services directly relating to the promotion, maintenance, and improvement of instruction in the critical subjects does not appear to have been substantially reduced since the change in funding procedures, but not all States are reporting consistently. What does appear evident is that the State Title III Coordinators along with the subject matter consultants supported through Title V, ESEA funds, have afforded continual curriculum stimulation and improvement.

States employ a variety of means for providing assistance to local educational agencies

with project development, such as the services provided by the:

State or regional Federal Programs Coordinator.

State NDEA Title III Coordinator.

Critical-subject-matter specialists.

General program consultants and supervisors.

These specialists bring about the development of more viable and meaningful projects in the local districts by visits to schools and areas or by State workshops.

NDEA activity in curriculum development and revision is highlighted by the approval in one State of 334 projects involving 460 specialists in 1,258 consultant days. In part, these projects provided 24,303 teachers and 3,671 administrators and supervisors the opportunity to participate actively in various workshops. Disciplines that received the largest participation were: reading, with 45 projects involving 216 participant days; English: 68 projects and 212 days; English as a second language: 2 projects and 179½ days; science: 56 projects and 174 days; mathematics: 19 projects and 57 days; modern foreign languages: 23 projects and 66 days; and combinations of economics, geography, social science, civics, English, reading, and history: 97 projects and 310 days.

One statewide conference which brought together State and local administrators, supervisors, elementary and secondary teachers, professors of English, and members of the State department, demonstrated the need for concerted action in revitalizing the English programs. *Individualization of Learning K-12* was the theme of another weeklong workshop where State consultants in mathematics, English, science, and social studies

assisted some 177 teacher participants in these fields.

One State reported that its large number of State supervisory and curriculum specialists have created a strong interest in the inservice program and an active participation in the many activities they sponsored. The programs have instilled in the teachers of the State a desire to improve themselves academically; and this has created a need for additional equipment and materials purchased through the acquisition program. Evidence in another State: attendance by some 600 teachers at a workshop held on a university campus demonstrated a great interest in computers. Some 6,000 elementary teachers were involved in State-sponsored inservice training in new curriculum and technological developments in the physical and biological sciences; equipment and materials were purchased to implement these programs. As a result of State-sponsored institutes, many districts in that State are beginning to formulate objectives in terms of measurable changes in student behavior; measurements of influence on these changes will become possible.

A bulletin, *Leadership in Industrial Arts Education—School District Level*, was prepared by a State supervisor of industrial arts to assist local districts in determining duties and responsibilities of industrial arts supervisors and department heads. Title III, NDEA funds made possible for the first time a curriculum guide, *A Design for an English Curriculum*, which the State's curriculum supervisors noted was beginning, through extensive dissemination, to bring about a reorganization of the English curriculum from prekindergarten through the graduate level. Still another State's efforts in the field of curriculum guide preparation and dissemination resulted in the publication of *Some Criteria for Evaluating the Learning Possibilities in the Reading Program* and a how-to-do-it bulletin *Children Publish Their Own Books*. In addition to the publication of State-level guidelines and materials, most State departments of education make available the time of their consultants and subject

matter specialists to local school districts to formulate and publish their own curriculum guides.

Priorities

Section 303(a) (2) of the National Defense Education Act of 1958, and the Title III Regulations, require the State plan to develop principles for determining the priority of projects to be approved in the order determined by the application of such principles, which should reflect the State's consideration of:

The State's educational goals.

The total general educational need in the critical subjects under Title III.

Special instructional needs which Title III may serve in a State.

The special requirements for equipment and facilities in each of the critical subject fields and the grade levels to be served.

The categories of eligible equipment, materials, and type of minor remodeling allowable and the State standards developed to enhance instructional programs.

Annual reports submitted by participating States and territories for fiscal year 1969 indicated that fifteen States identified general priorities, 21 States listed specific priorities, and 14 made little or no reference to priorities.

Priorities common to many States were directed toward basic educational needs in the critical subject areas and to the educational districts in greatest need.

Specific priorities selected from several State reports include the following kinds:

Basic educational need in the specific subject area.

Degree to which description of present program provides an understanding of existing instructional organizational procedures.

Evidence of long-range planning as it supports an improved instructional program.

Enrichment activities.

Evidence that recent local efforts have been made to strengthen the schools' total instructional program.

Purchase of equipment and materials which contribute to individualizing instruction.

Degree to which the cost of the project is reasonable in relation to potential improvement of instruction and number of students and teachers affected.

Plans for evaluation and followup provision of proposed program.

Financial need of the school district.

Projects which meet the needs of special groups of students, such as retarded, culturally disadvantaged, physically handicapped, and economically handicapped.

Materials for use in preschool and kindergarten programs where they are an integral part of the elementary school.

States listing specific priorities do not represent a particular geographical region, but are scattered across the country. Neither can the establishment of priorities be attributed to States on the basis of size or wealth. The priorities were applicable to students in elementary and secondary schools located in both urban and rural areas.

Coordination with other Federal Programs

Without exception all reports indicated coordination of NDEA Title III with other Federal programs. About half made general statements that this coordination was occurring; the other half cited specific kinds of cooperative efforts, such as:

Purchase of projection equipment under NDEA Title III to enhance film library services supported under ESEA Titles II and III.

Use of instructional equipment and materials provided under NDEA Title III and ESEA Title II for compensatory programs staffed by ESEA Title I. Testing was sometimes provided by NDEA Title V-A.

Joint staffing of project development workshops by State NDEA and ESEA personnel.

Provision of equipment component from NDEA Title III in schools or classes for handicapped students supported by ESEA Title VI.

Similar provision of equipment components partly or totally supplied by NDEA Title III for innovative programs supported by ESEA Title III.

The following frequency table represents the number of reports making specific reference to a particular program being coordinated with NDEA Title III:

<i>Program</i>	<i>No. of reports</i>
ESEA Title I	43
ESEA Title II	41
ESEA Title III	28
ESEA Title VI	3
NDEA Title V-A	4

Some States indicated active encouragement of such coordination; a few indicated they are requiring long-range plans outlining the anticipated uses of several Federal programs over several years' time. One State gave priority to projects combining materials from ESEA Title II and equipment from NDEA Title III. A substantial number reported that specialists assisted in developing, reviewing, and monitoring projects regardless of their source of funding. Many reported that several Federal programs were often coordinated at both the local and State levels by one person, thus achieving a better structure for cooperation.

Adequacy of Equipment and Reimbursement

NDEA Title III authorizes States to use their Federal allotment to pay up to 50 per-

cent of the cost of approved projects carried out by local educational agencies.

Thirty-seven of 48 reporting States applied a 50 percent matching formula. Reimbursement in some of these instances was 50 percent on expenditures of \$1 per pupil in average daily attendance, with additional reimbursement on expenditures above that if funds were available. Ten States reported use of a variable formula based on education tax rates, assessed valuation per pupil, or economic need. Some States had an equalization formula for the sum total of school financing, which in certain cases provided indirect variable reimbursement for NDEA Title III projects.

In one State there were more than 100 nonparticipating school districts, all with low enrollments, because the per capita distribution formula resulted in such small amounts that it was not worth the effort to complete application forms. Because these are the schools most in need of equipment, the State is considering altering its distribution formula. If it is feasible, the State expects to establish a base allotment of about \$1,000 matching funds for each school district; the remaining money will then be available for reimbursement on an enrollment basis and for special projects.

Late and inadequate funding were blamed in several reports for inability to reimburse up to 50 percent. One State showed a drop from 50 percent reimbursement during the fiscal years 1958-1966 to 42.9 percent in 1967, 40.5 percent in 1968, and 30 percent in 1969. Tardiness and insufficiency influenced many States to limit applications through strict priorities. A number of local education agencies were forced by the delay to spend part of their matching funds for other purposes. The result in some cases was inadequate planning of projects and the inability of some States to use their total allotment of Federal funds. Table 7 shows the additional funds States estimated they could have used for approvable projects, given matching funds and timely funding.

In spite of definite advances in the eleven years of the NDEA Title III program, most

Table 7.—Estimated Additional Funds Needed by State Departments of Education for Approvable Projects Under Title III, National Defense Education Act, and Section 12, National Foundation on the Arts and the Humanities Act, Fiscal Year 1969

State	Amounts in Thousands	% of Allotment
Total	\$70,784	89.8
Alabama	250	13.3
Alaska	23	21.9
Arkansas	90	9.1
California	7,334	138.2
Delaware	90	54.5
District of Columbia	529	300.5
Florida	629	27.7
Georgia	500	22.5
Hawaii	963	322.1
Idaho	50	14.0
Illinois	6,135	199.9
Indiana	5,818	300.0
Iowa	699	62.8
Kansas	1,787	199.8
Kentucky	350	22.3
Maine	86	19.7
Maryland	2,500	191.6
Massachusetts	125	8.0
Michigan	5,100	149.9
Minnesota	3,108	200.0
Missouri	3,293	200.0
Montana	100	29.9
Nebraska	206	35.7
Nevada	23	20.2
New Hampshire	300	116.3
New Jersey	70	3.9
New York	5,500	131.8
North Dakota	107	32.4
Ohio	5,000	123.0
Oklahoma	2,056	200.0
Oregon	1,600	215.9
Pennsylvania	1,000	25.2
Rhode Island	92	32.6
South Carolina	300	21.0
South Dakota	600	170.9
Tennessee	500	26.8
Texas	8,000	158.3
Vermont	79	42.2
Virginia	1,050	53.8
Washington	2,210	200.0
West Virginia	32	3.6
Wisconsin	1,500	87.2
Puerto Rico	1,000	94.6

of the States seemed to feel that the attainment of a high degree of adequacy, either in quality or quantity of equipment and materials, was a will-o'-the-wisp. Each State had its own standards for interpreting "adequacy." Many were primarily concerned with

quality, others with quantity, of equipment and materials. A few reports mentioned *Standards for School Media Programs*, developed jointly by the Department of Audio-Visual Instruction (of the National Education Association) and the American Association of School Librarians. Others used *Audio-Visual Quantitative Standards*, the Fullerton (Oklahoma) instrument, or the *Educational Communications Handbook* of the New York State Education Department.

Definitions notwithstanding, the needs were continuous and growing larger and more unattainable. The reasons included higher costs of purchases, increased enrollments, new accreditation standards, recent additions of subject areas to the program, obsolescence of equipment and materials, rapid advances in technology, social changes, and the pressing needs of special groups. The most prominent cause listed was the demand made by new methods of instruction, such as the laboratory or inquiry method, the individual and small-group approach, flexible and modular scheduling, team teaching, nongraded and continuous progress programs, and the increasing emphasis on library resource centers.

The degree of adequacy varied from district to district within each State, but in general the reports indicated that secondary schools were usually better equipped than elementary, and middle schools and junior high schools less well equipped than higher levels. Some States were certain that the use of sophisticated items was in direct ratio to the ability of their teachers to recognize the need and use of these items. In such cases, schools which were the best equipped were constantly asking for more than less well equipped institutions. Some reports went so far as to say that secondary schools fared better largely because their teachers were more knowledgeable about equipment and materials in relation to modern pedagogy than were teachers in the elementary schools. Most of the reports indicated that large urban districts were usually better supplied than small rural ones (except for densely populated areas with special problems). Poor

districts, large and small, were less able than others to participate in the program in States which did not use an equalization or variable formula for matching funds.

The consensus was that the multimedia approach was necessary for all subject areas and that the major deficiencies were in audio-visual equipment and materials. The next largest need was in supplementary printed materials. Many reports stated that more materials should be moved to classrooms from libraries, but they were also in favor of centers for audiovisual equipment, film, filmstrips, tapes, records, books, and teaching machines. In many schools materials were insufficient for maximum use of existing equipment. There was also a great need for equipment and materials which would provide individualized instruction in all courses, as well as serve special groups such as the disadvantaged and underachievers. The demand was growing for educational television, dial-access retrieval systems, and computers to assist instruction in science, mathematics, languages, and social studies. Programed learning kits and study kits were lacking. Teachers needed more professional materials, and students needed more supplementary and reference works. For all courses there was an endless need for audiovisual equipment and materials, such as projectors of all kinds, films, film strips, and film loops; microfilm; microfilm viewers and printers; videotape recorders; audio- and videotapes; and supplies for making instructional materials.

Although the bulk of the NDEA Title III funds had been spent for years on science, there was still a great need for flexible laboratories, especially in junior high schools, for experimental and demonstration equipment, and for materials for student involvement. A number of schools even lacked basic laboratory facilities with running water. Many laboratories were short of microscopes, science kits, glassware, charts, and models. There were rising demands for nuclear science laboratories, planetariums, and observatories. In both science and mathematics, new courses required new items, such as the Engineering Concepts Curriculum Project

(ECCP) using computer logic boards and other electronic aids. Laboratories for mathematics were still uncommon. There were pressing needs for models, games, puzzles, calculators, manipulative items, and other learning devices, especially for slow learners. The downward shift of mathematical content from the high school to elementary grades increased the shortages at the lower levels.

In foreign language instruction the greatest lack was in equipment and materials for self-instruction which allowed use of slides, filmstrips, and sound films. Diverse supplementary items were needed, including periodicals, supplementary readers, cultural studies, foreign language periodicals, and reference works.

Purchases for history, civics, and geography were more abundant than for economics. Dependence upon one medium, such as an overhead projector or films, had to give way to the multimedia approach to aid inquiry skills. The rapidly changing requirements of the social studies found schools caught suddenly with outdated books, shortages of current professional materials, and few original source materials for instruction by the inductive method. New subject matter required such items as aerospace and celestial charts and materials with ethnic or racial content.

Although expenditures for English and reading were, in many cases, next to those for science, there were still great shortages because of the need to consider individual and group differences. Many reference volumes and supplementary reading books were outdated. Multilevel and enrichment materials, items for the teaching of the humanities and honors courses, and supplies for students to make their own books were limited. Listening centers, carrels equipped for individualized instruction, controlled readers, and individualized learning kits were needed. Teachers were asking for English centers for references, texts, sample curriculums, and equipment for program development. The most common need was classroom libraries, especially with varied materials, including paperbacks. These could be augmented by microfilm readers and printers to make use

of the collections in school libraries.

Industrial arts, the last subject area added to the NDEA Title III program, had hardly begun to benefit. Many schools were still unable to move away from the old woodworking courses into the rapidly expanding world of new technologies. Serious shortages existed in all areas: equipment for electricity and electronics, graphic arts, metal and plastics industries, and industrial crafts like drafting and automotive and power mechanics.

Evidence of Improved Instruction

Nevertheless, all States agreed that instruction in the critical subjects continued to improve as a result of NDEA Title III funds. Typical comments:

The cumulative effect of this aid has been to upgrade the general level of instruction in schools, large and small, by providing equipment and materials designed to improve the teacher's role in instruction.

We have observed a dramatic transition from the earlier teacher-dominated lectures and demonstrations toward programs featuring students as active participants and investigators.

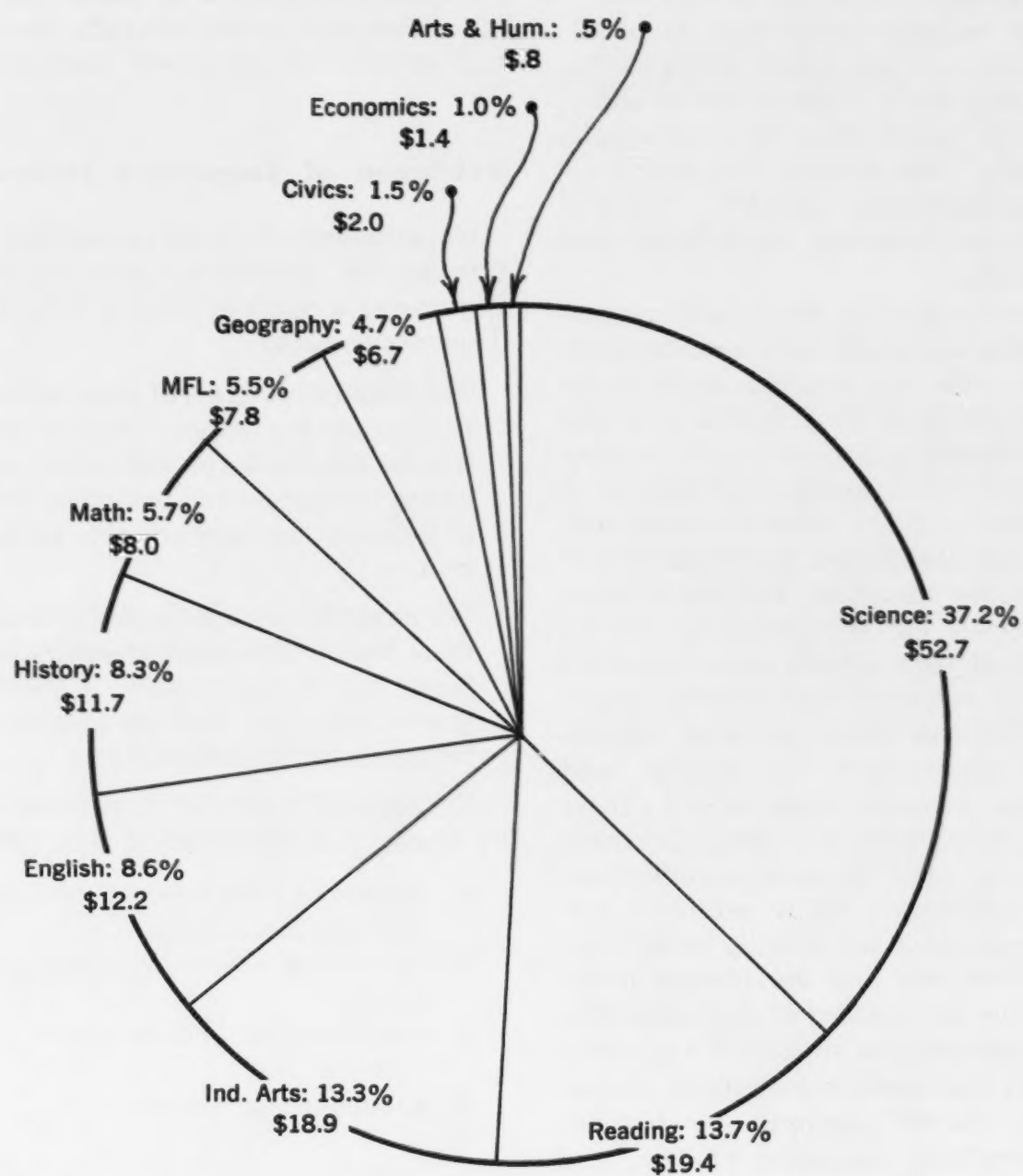
Evidence of improved instruction reported by States is summarized in four categories:

1. Improved instructional patterns and teaching techniques;
2. Innovative school organizational patterns;
3. Improvement and extension of curriculum; and
4. Student achievement.

Improved Instructional Patterns and Teaching Techniques

States reported that the availability of additional materials and equipment had contributed significantly to the employment of more effective instructional patterns and teaching techniques. All States indicated that

Figure 2—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Dollar Amount and Percentage of Total Expended by Subject Area, Fiscal Year 1969



TOTAL: \$141.6 (Federal Share: 50%)
(\$ in Millions)

increased attention was being directed toward individualization of instruction. In fact, it appears that present trends toward more individualized instruction emphasize both learning rate in keeping with the individual's capabilities and the pacing of the selection of content or of learning experiences to meet more nearly the unique needs of children and youth.

Frequently mentioned instructional patterns which were among the more effective include the following:

Teacher's experimentation with a variety of approaches to help individual learners;

Individual and small instructional groups for a precise teaching purpose;

Teacher-pupil conferences;

Small-group committee work;

Arranging for multimedia approaches to learning;

Encouraging and arranging for individual study, experimentation, and research.

Improved teaching techniques mentioned most frequently are related to teachers' efforts to help learners develop concepts, contemplate, arrive at generalizations, and apply new knowledge to different problematic situations rather than merely recall information. Mentioned frequently were teaching techniques which provided for guided self-discovery; for inquiry-learning; for independent exploration, study, and research; for self-diagnosis of learning "gaps"; and for raising problems and testing hypotheses.

Several exemplary undertakings illustrate these techniques. An experimental project designed to test the use and effectiveness of tape-recorders, listening-viewing centers, and individual filmstrip projectors for improving instruction in English and reading was conducted in an elementary school, grades K-8. Thirteen classrooms representing all grade levels were selected. With assistance from local and State consultants, teachers planned activities which were most appropriate to individual needs of children. They selected

films, tapes, records, and books which represented a wide range of literature, including folklore, fairy tales, fables, poetry, plays, and stories; and a wide range of content information pertaining to the natural and physical sciences, to the various subjects included in the social studies curriculum, and to communication skills, including special filmstrips on basic reading skills.

Individual, small-group, and total-group activities were designed primarily to supplement and reinforce the language-experience approach to learning as well as to individualized instruction. Individual filmstrips were used frequently to stimulate writing, dramatizations, and story-telling. Capitalizing on various learning experiences and on the availability of equipment, children made their own sound tracks, developed tapes, and recorded songs, plays, and reports of various activities. Such equipment could be used effectively by elementary children, and the use of these instructional media contributed to the development of special individual competencies in reading and English for students involved. The State department recommended that other schools conduct similar projects to determine more effective ways of using these media in individualizing instruction. The State Reading Consultant is distributing a complete report of this project to local school districts.

Another project, serving 13 elementary city schools and designed primarily to improve reading and language competencies, was framed to provide the widest possible range of specialized materials and of differentiated approaches to learning. The key component was the implementation of a learning center, i.e., an instructional center which provided opportunity for teachers to pursue and to follow up the diagnoses of children's needs with specific instructional programs. The center also provided opportunity for each child to be actively involved in his own educational program through guided self-diagnostic and correctional activities, through self-selected activities which extended his information in the areas of science, geography, history, mathematics, and

literature, and through pursuit of his own special interests.

The instructional program was organized on both a formal and an informal schedule to accommodate children from all classes, either individually or in small instructional groups. In consultation with the classroom teacher and through diagnosis of children's particular educational needs and interests, the learning center personnel directed or supervised all activities while children were in the center. Hence, the center served as an instructional setting in remediation, as an enrichment center, and as a center for self-selected and self-directed study.

Innovations in School Organizational Patterns

Most States indicate that Title III NDEA funds continue to have a decided impact on changes made in school organizational patterns. Virtually every State referred to the implementation of team teaching. Repeated references were made to the establishment of various kinds of learning centers. Continued improvements have been made in equipping science, mathematics, and foreign language laboratories as well as in establishing electronically-equipped classrooms. Special rooms and laboratories, particularly at the elementary level, continue to be outfitted as resource centers in the arts, music, and critical subject areas which are supervised by teams of school personnel and which serve all children of the school or area. States report that museums, planetariums, greenhouses, and facilities for educational television have been developed by school districts, or cooperatively by two or more school districts in several instances, with the aid of NDEA funds.

Some examples illustrate these innovations:

- A pilot project initiated by a junior college provided a study skills and tutorial center for students deficient in reading, writing, and computing. The purpose was to help students acquire levels of performance that would give them a rea-

sonable chance for success in college-level courses. Teachers along with paraprofessionals were available to the students on an individual basis in a concentrated tutorial structure. The center provided a wide range of equipment and materials, and offered the multimedia approach. The unification of basic courses of study enabled students to see the carryover effect from one subject to another. As a student gained competence in these basic skills, he was gradually assimilated into the regularly established junior college program. The State reported that this project was effective and that the plans were to continue the project.

- Cooperatively, six school administrative units within a county established an Educational Resource Center. Additional support came from local and State funds and from Titles I, II, and III ESEA. One of the center's primary features is a planetarium chamber completely equipped to project heavenly bodies on a dome 30 feet in diameter. The 74 reclining seats in the chamber can accommodate two classes at a time. Students are first oriented by the assistant director to the program they will see; he also gives additional instruction in space science. The presentation at the planetarium is "a laboratory experiment evolving from classroom study and a prescribed curriculum in space science and other related subjects." The Center also serves as a media warehouse from which various instructional materials are distributed to schools by truck. It contains a curriculum library, a demonstration classroom, adequate display areas, and work areas for teacher production of teaching materials. Facilities are available for laminating, dry mounting, picture lifting, darkroom production, transparency production, tape duplication, and videotape recording. The Center serves 26,500 children enrolled in 50 public schools and several private schools. It is administered by a nine-

member advisory committee consisting of professional personnel appointed by the boards of education of the six participating school units.

Curriculum Improvement and Extension

States agree that NDEA Title III funds continue to make a significant contribution to the improvement and expansion of curriculum in the critical subjects. Most States noted the continuous shift from traditional to newer curriculums developed by distinguished scientists and scholars, particularly in the areas on science and mathematics.

One State reported that some 6,000 of its elementary teachers received inservice training in the new curriculum developments in the physical and biological sciences and that equipment and materials had been purchased to implement those programs. Another reported that a large city school system had developed an approach to improving mathematics that provides an integrated system of instructional tools. In still another State 42 new mathematics courses were approved by the Department of Education during the year. Several schools in yet another State were experimenting with and adapting national social studies curriculum projects, but most schools were synthesizing State and national curriculum ideas through local workshops and university classes.

States indicated that increasingly more local school districts are conducting curriculum studies: One reported that 12 school districts were involved in K-12 curriculum studies during the year. Another wrote that more than 50 local school districts were engaged in curriculum study and revisions.

It is also evident that increased attention is being directed toward the expansion of industrial arts curriculums. The following typical statement is illustrative:

In many of our schools the traditional woodworking and drafting programs have been expanded to include instruction in metalworking, electricity and electronics, and power mechanics.

Another State reported an increase of 16,523 students enrolled in industrial arts programs.

Practically every State reported improvements in reading and English programs. One reported that a Model English Program, based on a comprehensive curriculum design from prekindergarten to graduate level which had been developed under the State's leadership, had been established in 11 school systems. Special courses in bilingual programs and in teaching English to foreign-speaking students were noted by several States.

Many exemplary projects illustrating curriculum improvements and expansions can be cited. Initiated as a joint program by a Board of Cooperative Education Services, one project extended the science curriculum in schools. Objectives of the program included, among others, the following:

- To develop a sound program for the teaching of human sexuality and drug addiction;

- To provide a readily available supply of films and of filmstrips which relate specifically to human sexuality and to drug addiction;

- To develop more effective teaching techniques in these two areas; and

- To direct special emphasis to more effective ways of working with Black students in these critical areas.

Specific objectives of the project were to help students:

- Deal more effectively with the areas of knowledge and use of narcotics;

- Understand mental and physical growth changes;

- Understand their relations with their own sex and with the opposite sex; and

- Understand the area of human and animal reproduction.

The project was implemented by two teaching teams, each consisting of a science-oriented specialist, a school nurse, and a school psychologist, who worked closely with teachers. Among other things, the teams

served as special "helpers" to whom students could turn for assistance with problems relating to these areas. They worked with the local Parent-Teacher Association and with individual parents, frequently involving them in conferences for the purpose of resolving student problems, and in the evaluation of critically-related materials. Some 680 students were served by this program.

As another project, one city school system established a course of plastics, vacuum, and pressure-forming processes in 30 junior high schools. The course constituted the basis for an updated industrial arts program and provided students the opportunity for adequate exploratory experiences in plastics fabrication. Using a thermoforming vacuum-pressure process, students had the opportunity for creativity in designing and in preparing forms for plastics molding. Other equipment used in this project included overhead projectors, a copying machine, and equipment for bending plastic and for drying fiberglass.

Student Achievement

Almost all States reported that student achievement in the critical subjects has continued to improve. Some 25 States reported that students had made significant gains, according to standardized achievement tests, in at least one critical subject, and the majority of those States reported such gains in three or more subjects. One reported: "Achievement test results show that . . . students rate above the national norm in most subjects." In 10 States, higher education authorities reported that first year college courses could be taught on a higher sophisticated level because students were better prepared. Most frequently mentioned were courses in the sciences, mathematics, modern foreign languages, and English.

Almost all States reported observations of students' growth and development in such subjective areas as attitudes, values, appreciation, and human relations. Included among others were statements on improvements in personal development; in abilities for self-analysis and for self-evaluation; in personal

relationships with peers; in abilities to explore, to inquire, and to experiment independently with self-confidence; in attitudinal changes; in interest in critical subjects and in school; and in creative abilities. Also noted were the development of deeper understanding of and appreciation for various art forms and music, and for different cultures and their contributions to society.

The general purpose of a demonstration reading program, initiated by a large city school system, was to develop individual potential to enable a youth to live satisfactorily, contribute to his life, and establish his educational goals. Three primary factors were explored in the development of human potential: (a) the young person's need to organize his inner experiences, (b) his ability to learn, and (c) his skill in communicating ideas to others. In the shaping of the educational program each youth was recognized as a unique individual, and his background, his home, his parents, his language, his skills, and his school experience were considered. The program was designed to enable students to reach reading goals in basic sight vocabulary, word attack skills, and comprehension skills. It was designed to develop in students an ability to select important ideas, reorganize ideas, and acquire efficiency in reading; and to induce a quest of knowledge through reading.

Reading improvement involved five different approaches: (a) parent counseling and instruction, (b) diagnostic and corrective reading, (c) extended reading instruction, (d) total skill involvement, and (e) reading instruction for bilingual students. The State reported that although several years of study and improvement would be required before the program reached its full potential, the program provides a framework around which schools can build successful reading programs for disadvantaged youth.

Another project, designed to provide a humanities-oriented curriculum for 108 heterogeneously grouped students, established a laboratory school within a regular high school. The course incorporated English, history, science, art, drama, and physical educa-

tion, and utilized the team teaching approach. Classes were held on a flexible basis starting midmorning and extending until late afternoon, with optional subjects available to students. The theme centered on man's search for freedom, man's search for truth, and man's adaptation to change. Highlights included integration and humanization of the curriculum; tutorial approach to instruction; development of a community awareness; appreciation of concerns and problems of peers; evaluation of programs and self; student participation in the establishment of curriculum and after-school programs. The State reported that this project was well received, judged successful in accomplishing objectives, and would be continued the next year.

Evaluation

NDEA Title III regulations require State educational agencies to conduct an administrative review and evaluation of the program to determine its status in terms of objectives. Among the 17 States thus far reporting reviews, surveys, and studies, the evaluations were conducted in a number of ways: some by State educational agency staff members themselves; some under contract by individuals, management consulting firms, and universities; and others by university students for their M.A. and Ph.D. dissertations. The nature and scope of the studies also differed. One investigator examined the State agency office that administered the program. Many considered the impact of the program on curriculum change; some reviewed developments in specific subject fields which resulted at least partly from NDEA Title III. Some samples of these studies:

- Davis, J. Clark and Trout, Len L., *A Study of the Bureau of National Defense Education Act Administration*, University of Nevada, Reno, 1968.
- Johnson, Donald W., *Impact of Title III NDEA Upon Selected California School Districts*, unpublished report to legislative analyst, California State Department of Education, 1969.

- Voege, Marie and Hampton, Jerry, *A Plan for the Development of an Evaluation Program for NDEA Title III Projects for the Department of Education*, Boothe Resources International, Inc., Sacramento, California, 1969.
- Young, Madge Arlene, *The Influences Affecting Curriculum Change in Selected Educational Agencies Employing Consultants in the Social Sciences Through NDEA Title III-B*, unpublished doctoral dissertation, University of the Pacific, Stockton, California, 1969.
- Director of Secondary Education and Coordinator of NDEA Title III, *National Defense Education Act Title III and Instructional Factors*, a chapter appearing in a doctoral dissertation, The American University, Washington, D.C.
- Zeiss, Donald V., *The Impact of NDEA Title III Funds on Science Programs in Selected Nebraska Public Schools*, unpublished Master's research paper, The University of Nebraska, Lincoln, 1969.
- Molstad, Arlene A., *Course Outline in the Basic Classroom Utilization of Audio-visual Materials*, research paper, North Dakota State University, Fargo, 1969.
- Oberlander, LeRoy A., *The Preparation and Professional Activity of Public Secondary Foreign Language Teachers in North Dakota*, independent study report, University of North Dakota, Grand Forks, 1968.
- Kinzie, Glenn, *Wisconsin Social Studies Program Survey*.
- Sanders, Norris, *Studies of Mathematics Achievement by Pupils and Attitudes of Pupils Toward Mathematics*.

Several States reported studies in greater detail. The following is a summary of the purposes, procedures, and findings of these studies:

- **Arizona**
Procedures: An evaluation instrument in the area of educational media was applied to three of the larger projects in the State.

Findings: Acquisition of equipment and materials does not automatically guarantee a better quality of educational process and teaching techniques. Acquisition must be followed up with total involvement of staff and school district personnel.

- **California**

Johnson, Donald W., *NDEA, Change Agent for Education: The First Ten Years, 1958-68*, unpublished, California State Department of Education, 1969.

Purpose: More than 80% of the school districts in California, enrolling more than 90% of the students, have participated in the NDEA Title III program during its first 10 years. This study, the third of its kind in the State, is an expression of continuing concern for the quality of State department services and the effectiveness of the programs administered. The specific purpose of the study was to determine (1) the changes in programs assisted by NDEA Title III, (2) the relationship between a district's size, wealth, location, and type, and participation under NDEA Title III, and (3) the relationship between the value of time spent by participating teachers and principals in various subject areas and NDEA Title III.

Procedures: Answers were obtained from curriculum supervisors in large California school districts, file data were analyzed, and structured interviews were conducted in 50 districts, selected with a stratified random sampling technique. Subjects investigated were science and English-reading at elementary and secondary levels.

Findings: (1) More than half the science programs taught today are different from those taught ten years ago; (2) Title III of NDEA stimulates teachers and administrators to devote more time to the development and implementation of plans of educational improvement, there being a consistent, positive relationship between the value of such time

and the recency of an approved project in the subject area; (3) School districts, in addition to matching the Federal funds used for the acquisition of equipment and materials, voluntarily allocated teacher and administrator time having a value twenty times greater than the Federal funds implementing plans for which the materials and equipment were acquired; (4) Findings of all three studies indicated that participation under Title III NDEA by school districts varied directly with the size of the district and inversely with its wealth. Geographical location appeared to have some effect. Although some districts reported difficulty in finding matching funds, participation decreased as the wealth of the district increased. For ten years, in California at least, NDEA has not made the rich richer; and (5) In a sense this study has program budgeting in retrospect. Its scope supports the belief that program budgeting can and will be successfully used as a tool for educational improvement.

- **Florida**

A survey of participants in the acquisition program as to its effectiveness for strengthening teaching in the eligible subject areas yielded a mean rating of 3.6 on a five-point scale ("1" was lowest level of improvement and "5" highest level.) Three-fifths of the responses fell above the midpoint on the scale.

- **Georgia**

A science study showed that acquisition of equipment and materials does not *per se* improve science teaching. Concerted effort must be mustered to improve the quality and quantity of science teachers who can then make intelligent selection of science equipment, and once it is acquired, use it in such manner as to stimulate the interest of learners.

- **Kentucky**

In a subjective evaluation, 53.5 percent of the school districts reporting rated the program "excellent"; 39.4 percent

"very good"; 4.7 percent "good"; 1.2 percent "fair"; and 1.3 percent "poor."

- **New Jersey**

Purpose: An effort was made by the State NDEA staff to evaluate the impact of Title III since its inception.

Procedures: A survey, calling for both objective and subjective responses in all critical subject areas at elementary and secondary levels, was submitted to participating school districts.

Findings: Responses indicated that NDEA III has been helpful in eliminating shortages of materials and equipment but is still needed in *all* subject areas. It has been a good program in motivating local effort for educational expenditures. It was believed that NDEA III helped students attain a higher level of achievement in critical subjects, indicated by higher scores on standardized tests, more advanced courses and greater enrollment in them, and advanced placement in college.

- **Pennsylvania**

Evaluation of NDEA Title III Programs in Pennsylvania, 1968-69, Division of School Evaluation, Pennsylvania Department of Education, Harrisburg, 1969.

Purpose: To collect data on five areas judged related to improvement of instruction: (1) strengthening of subject matter programs; (2) offering of new or additional programs to the curriculum; (3) increasing of supervisory services; (4) initiation and/or introduction of new instructional methods; and (5) improvement of curriculum through supplementary reading, multitracks, and professional libraries.

Procedures: Forms were sent to 100 school districts representing 54 counties in Pennsylvania. Elementary and secondary schools participating in the survey were selected on the basis of a total NDEA Title III expenditure of \$1,500 combined funds in one or more subject

areas. There was 100 percent participation.

Findings: (1) For the most part, Title III funds have been used by schools to strengthen their programs, add new curriculums, provide additional supervisory services, implement new instructional methods, and provide supplementary reading materials for pupils and teachers; (2) Secondary schools have utilized NDEA Title III funds more extensively than elementary schools; (3) At the elementary level science, mathematics, reading, history, and geography are the areas most affected; (4) At the secondary level the most affected areas are science, mathematics, modern foreign language, English, and history; and (5) The program should be continued and expanded.

Additional projects amounting to over a million dollars were requested but not approved during fiscal year 1969 because of lack of funds.

- **Wisconsin**

Kahl, William C., *Evaluation Survey, NDEA Title III*, Wisconsin Department of Public Instruction, Madison, 1969.

Purpose: The survey was conducted to ascertain the extent to which NDEA Title III has affected instructional programs in the critical subjects and to serve as a tool in making decisions concerning the future course of NDEA Title III.

Procedures: During 1968 a survey of all LEAs was conducted and a summary published in the March 1969 issue of *The Superintendent's Newsletter*. The current survey was a followup conducted by means of a random sample of 20 percent of the school districts in the State. Eighty-three percent of the selected districts responded.

Findings: (1) Administrators indicated that Title III has changed the stated goals of their educational programs, thus proving to be more of a change agent

than was first suspected; (2) There was a direct relationship between the credited impact of Title III on the achievement of stated instructional goals and the degree of teacher involvement in the development of local NDEA plans and lists of acquisitions; (3) Administrators indicated a balance of needs among inservice education, acquisition of equipment, and acquisition of materials when ranking them as future educational needs of their school systems; and (4) Further consideration should be given to the concept of special projects to complement the basic NDEA Title III acquisition program.

Loans to Private Nonprofit Elementary and Secondary Schools

Loans to nonprofit private schools under NDEA Title III are administered directly by the U.S. Office of Education (though States are evincing increased interest in and responsibility for instruction and services in these schools).

During fiscal year 1969, 15 loans were approved for 14 elementary and secondary schools in 11 States, and one in Puerto Rico.

The total amount approved was \$371,520, as shown in Table 8, which includes NDEA funds of \$311,520, and \$60,000 in NFAHA funds. More than 96,000 elementary and secondary students benefited from these loans.

Loans were made for the acquisition of equipment and instructional materials and for minor remodeling in the areas of science, mathematics, modern foreign language, history, geography, civics, English, reading, and economics. They were used in these areas to the extent shown in Table 9. A total of \$5,105 was approved for audiovisual equipment and materials which represented 1.4 percent.

Many schools in the Archdiocese of Milwaukee benefited from a loan of \$111,630 for educational television equipment for science, modern foreign languages, history, geography, civics, English and reading, which would expand an existing network of closed-circuit television already in use for instructional purposes in 175 other schools within the Archdiocese. The National Academy of Ballet in New York City received a loan of \$60,000, the full allotment available for loans under NFAHA. The funds were used for minor remodeling of the music, dance and drama rooms.

Table 8.—Loans to Private Schools Under Title III, National Defense Education Act, and Section 12, National Foundation on the Arts and the Humanities Act, Fiscal Year 1969

State	City	School (15 loans—14 schools)	Combined Totals \$371,520 ^a
CALIFORNIA	Palo Alto	Palo Alto Military Academy	\$ 2,630
COLORADO	Denver	Yeshiva Toras Chaim	3,900
FLORIDA	Sanford	The Sanford Naval Academy	1,200
ILLINOIS	Chicago	St. Clotilde Catholic School	2,460
MARYLAND	Rockville	Harker Preparatory School	12,890
MICHIGAN	Bloomfield Hills	Roeper City and Country School	5,900
MINNESOTA	Fridley	Archbishop Grace High School	11,500
NEW HAMPSHIRE	Enfield	La Salette Seminary	2,970
NEW YORK	New York	National Academy of Ballet	151,200 ^b
PUERTO RICO	Rio Piedras	Academia Maria Reina	35,600
	Rio Piedras	Baldwin School of Puerto Rico	8,800
	Humacao	Colegio San Antonio Abad	16,040
TEXAS	Houston	St. Thomas High School	4,800
WISCONSIN	Milwaukee	Archdiocese of Milwaukee	111,630

^a The total from NFAHA funds was \$60,000; the total from NDEA funds was \$311,520.

^b Of this amount, \$60,000 was from NFAHA funds.

Table 9.—Use of Loans Under Title III, National Defense Education Act, and Section 12, National Foundation on the Arts and the Humanities Act, by Subject Areas, Fiscal Year 1969

Subject	Amount	Percentage of Total
Science	\$104,983	35.2
Modern Foreign Languages.	48,494	13.7
Geography	25,891	7.2
Reading	25,382	7.1
English	24,750	6.9
History	24,555	7.9
Mathematics	23,381	12.2
Civics	22,463	6.3
Economics	6,516	1.8
Total	\$306,415	98.3

Summary

In general the State reports for NDEA Title III, fiscal year 1969, cited as major strengths of the program, the following:

- The concentration of funds to develop or improve elementary school media programs;
- Increased participation of nonpublic school children and teachers;
- An increasing awareness by administrators of the importance of quality instructional materials readily accessible.

The major weakness they found was the lack of sufficient qualified personnel at the local level.

Table 10.—National Defense Education Act, Title III and National Foundation on the Arts and the Humanities Act, Section 12, Sources of Funds and Percent of Total Expenditures Spent for Acquisition of Equipment and Materials and Minor Remodeling, Fiscal Year 1969

State or Territory (1)	Allotment (2)	Expenditures					
		Total 4+7 (3)	Federal			State and Local	
			Amount (4)	Percent of Allotment (5)	Percent of Total (6)	Amount (7)	Percent of Total (8)
Total	\$75,680,000	\$154,881,591*	\$73,434,717	97.0	47.4	\$79,982,027	51.7
Alabama	1,888,098	3,776,196	1,888,098	100.0	50.0	1,888,098	50.0
Alaska	106,156	257,084	105,542	99.4	41.1	151,542	58.9
Arizona	784,359	1,567,258	783,629	99.9	50.0	783,629	50.0
Arkansas	991,055	1,970,784	985,322	99.4	50.0	985,462	50.0
California	5,335,635	10,746,370	5,335,635	100.0	49.7	5,410,735	50.3
Colorado	806,722	1,648,443	806,722	100.0	48.9	841,721	51.1
Connecticut	724,973	1,222,300	611,151	84.3	50.0	611,149	50.0
Delaware	165,504	331,008	165,504	100.0	50.0	165,504	50.0
Dist. of Columbia	177,226	341,957	170,977	96.5	50.0	170,980	50.0
Florida	2,281,979	5,866,446	2,281,979	100.0	38.9	3,584,467	61.1
Georgia	2,239,316	4,476,214	2,238,107	99.9	50.0	2,118,107	47.3
Hawaii	301,047	979,391	301,047	100.0	30.7	678,344	69.3
Idaho	358,140	716,280	358,140	100.0	50.0	358,140	50.0
Illinois	3,085,357	7,078,723	3,085,357	100.0	43.6	3,993,366	56.4
Indiana	1,950,699	3,901,398	1,950,699	100.0	50.0	1,950,699	50.0
Iowa	1,119,359	2,639,614	1,118,378	99.9	42.4	1,521,236	57.6
Kansas	898,921	1,815,301	898,872	100.0	49.5	916,429	50.5
Kentucky	1,581,651	2,777,078	1,388,539	87.8	50.0	1,388,539	50.0
Louisiana	2,016,264	3,721,466	1,885,733	93.5	50.7	1,835,733	49.3
Maine	439,486	869,478	434,739	98.9	50.0	434,739	50.0
Maryland	1,312,943	2,586,326	1,293,163	98.5	50.0	1,238,464	47.9
Massachusetts	1,557,326	3,677,960	1,557,240	100.0	42.3	2,120,720	57.7
Michigan	3,421,788	9,289,657	3,421,788	100.0	36.8	5,867,869	63.2
Minnesota	1,563,031	3,166,806	1,562,856	100.0	49.4	1,603,950	50.6
Mississippi	1,320,102	2,224,798	1,112,376	84.3	50.0	862,881	38.8
Missouri	1,655,991	3,151,431	1,575,713	95.2	50.0	1,575,718	50.0
Montana	335,693	731,212	335,675	100.0	45.9	395,537	54.1
Nebraska	580,126	1,160,612	580,093	100.0	50.0	580,519	50.0
Nevada	114,394	207,544	103,757	90.7	50.0	103,787	50.0
New Hampshire	259,469	474,652	232,048	89.4	48.9	242,604	51.1

Table 10.—National Defense Education Act, Title III and National Foundation on the Arts and the Humanities Act, Section 12, Sources of Funds and Percent of Total Expenditures Spent for Acquisition of Equipment and Materials and Minor Remodeling, Fiscal Year 1969—Continued

State or Territory (1)	Allotment (2)	Total 4+7 (3)	Expenditures				
			Federal			State and Local	
			Amount (4)	Percent of Allotment (5)	Percent of Total (6)	Amount (7)	Percent of Total (8)
New Jersey	1,807,039	3,633,981	1,794,568	99.3	49.4	1,839,413	50.6
New Mexico	588,214	887,812	435,028	74.0	49.0	452,784	51.0
New York	4,198,623	8,319,727	4,159,864	99.1	50.0	4,159,863	50.0
North Carolina	2,543,076	5,060,024	2,530,012	99.5	50.0	2,448,633	48.4
North Dakota	331,874	753,283	331,874	100.0	44.1	421,409	55.9
Ohio	4,089,849	8,340,340	4,089,849	100.0	49.0	4,001,214	48.0
Oklahoma	1,034,408	2,108,077	1,026,879	99.3	48.7	1,081,198	51.3
Oregon	745,867	1,971,366	745,867	100.0	37.8	1,225,499	62.2
Pennsylvania	3,992,360	8,077,783	3,992,358	100.0	49.4	3,722,012	46.1
Rhode Island	283,347	612,286	283,347	100.0	46.3	328,939	53.7
South Carolina	1,435,659	2,871,324	1,435,659	100.0	50.0	1,183,665	41.2
South Dakota	353,360	493,902	246,951	70.0	50.0	246,951	50.0
Tennessee	1,880,219	3,597,696	1,798,848	95.7	50.0	1,704,310	47.4
Texas	5,083,507	9,362,622	4,681,311	92.1	50.0	4,681,311	50.0
Utah	562,511	1,084,234	542,117	96.4	50.0	542,117	50.0
Vermont	187,862	344,767	172,382	91.8	50.0	172,385	50.0
Virginia	1,960,992	3,603,647	1,790,515	91.3	49.7	1,813,132	50.3
Washington	1,111,709	2,238,033	1,111,600	100.0	49.7	1,126,433	50.3
West Virginia	897,323	1,858,072	896,910	99.9	48.3	961,162	51.7
Wisconsin	1,730,053	4,196,397	1,730,053	100.0	41.2	2,466,344	58.8
Wyoming	145,138	289,436	144,718	99.7	50.0	144,718	50.0
American Samoa	50,112						
Guam	50,289	98,530	49,265	98.0	50.0	49,265	50.0
Puerto Rico	1,066,111	1,551,520	775,054	72.7	50.0	776,466	50.0
Virgin Islands	50,185	102,136	50,000	99.6	49.0	52,136	51.0
Trust Territory of the Pacific Islands	50,370						
Bureau of Indian Affairs	77,133	50,809	50,809	65.9	100.0	—0—	0.0

* Includes \$1,464,847 under Appalachian Regional Development Act distributed among 8 States.

Table 11.—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Expenditures for Acquisition of Equipment and Materials and Minor Remodeling, from All Sources, Fiscal Year 1969

State	NDEA Title III			NFAHA Section 12			Grand Total of Expenditures (1+4)
	Total Expenditures (2+3)	Total Acquisi- tion of Equip. & Materials	Total Minor Remodel- ing	Total Expendi- tures (5+6)	Total Acquisi- tion of Equip. & Materials	Total Minor Remodel- ing	
	(1)	(2)	(3)	(4)	(5)	(6)	
Total	\$154,018,863	\$152,457,376	\$1,561,487	\$862,728	\$861,768	\$960	\$154,881,591
Alabama	3,754,352	3,752,552	1,800	21,844	21,844	—	3,776,196
Alaska	257,084	255,984	1,100	—	—	—	257,084
Arizona	1,558,979	1,483,131	75,848	8,279	8,279	—	1,567,258
Arkansas	1,970,784	1,969,561	1,223	—	—	—	1,970,784
California	10,678,299	10,606,168	72,131	68,071	68,071	—	10,746,370
Colorado	1,639,103	1,639,103	—	9,340	9,340	—	1,648,443

Table 11.—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Expenditures for Acquisition of Equipment and Materials and Minor Remodeling, from All Sources, Fiscal Year 1969—Continued

State	NDEA Title III			NFAHA Section 12			Grand Total of Expenditures (1+4)
	Total Expenditures (2+3)	Total Acquisition of Equip. & Materials	Total Minor Remodeling	Total Expenditures (5+6)	Total Acquisition of Equip. & Materials	Total Minor Remodeling	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Connecticut	1,214,677	1,214,677	—	7,623	7,623	—	1,222,300
Delaware	329,094	329,094	—	1,914	1,914	—	331,008
Dist. of Columbia .	339,907	339,907	—	2,050	2,050	—	341,957
Florida	5,808,349	5,702,306	106,043	58,097	58,097	—	5,866,446
Georgia	4,451,326	4,448,766	2,560	24,888	24,888	—	4,476,214
Hawaii	962,820	962,820	—	16,571	16,571	—	979,391
Idaho	712,136	709,639	2,497	4,144	4,144	—	716,280
Illinois	7,021,447	6,560,252	461,195	57,276	57,276	—	7,078,723
Indiana	3,878,830	3,855,002	23,828	22,568	22,568	—	3,901,398
Iowa	2,628,627	2,628,627	—	10,987	10,987	—	2,639,614
Kansas	1,804,998	1,804,998	—	10,303	10,303	—	1,815,301
Kentucky	2,759,408	2,663,842	95,566	17,670	17,010	660	2,777,078
Louisiana	3,698,206	3,651,535	46,671	23,260	23,260	—	3,721,466
Maine	866,106	860,610	5,496	3,372	3,372	—	869,478
Maryland	2,572,550	2,569,077	3,473	13,776	13,776	—	2,586,326
Massachusetts	3,660,114	3,612,585	47,529	17,846	17,846	—	3,677,960
Michigan	9,247,442	9,157,493	89,949	42,215	42,215	—	9,289,657
Minnesota	3,149,073	3,149,073	—	17,733	17,733	—	3,166,806
Mississippi	2,210,754	2,190,876	19,878	14,044	14,044	—	2,224,798
Missouri	3,151,431	3,151,431	—	—	—	—	3,151,431
Montana	727,363	726,878	485	3,849	3,849	—	731,212
Nebraska	1,153,535	1,132,422	21,113	7,077	7,077	—	1,160,612
Nevada	206,190	206,190	—	1,354	1,354	—	207,544
New Hampshire ...	469,362	469,362	—	5,290	5,290	—	474,652
New Jersey	3,633,979	3,509,613	124,366	—	—	—	3,633,979
New Mexico	882,365	882,365	—	5,447	5,447	—	887,812
New York	8,271,153	8,200,880	70,273	48,574	48,274	300	8,319,727
North Carolina ...	5,033,116	5,009,049	24,067	26,908	26,908	—	5,060,024
North Dakota	749,047	729,225	9,822	4,236	4,236	—	753,283
Ohio	8,292,146	8,259,340	32,806	48,194	48,194	—	8,340,340
Oklahoma	2,108,077	2,104,216	3,861	—	—	—	2,108,077
Oregon	1,962,736	1,956,664	6,072	8,630	8,630	—	1,971,366
Pennsylvania	8,031,598	8,031,598	—	46,185	46,185	—	8,077,783
Rhode Island	609,008	530,869	78,139	3,278	3,278	—	612,286
South Carolina	2,854,714	2,852,218	2,496	16,610	16,610	—	2,871,324
South Dakota	490,250	490,250	—	3,652	3,652	—	493,902
Tennessee	3,581,807	3,581,807	—	15,889	15,889	—	3,597,696
Texas	9,308,836	9,202,974	105,862	53,786	53,786	—	9,362,622
Utah	1,077,726	1,063,232	14,494	6,508	6,508	—	1,084,234
Vermont	342,615	342,520	95	2,152	2,152	—	344,767
Virginia	3,580,853	3,580,853	—	22,794	22,794	—	3,603,647
Washington	2,225,388	2,225,388	—	12,645	12,645	—	2,238,033
West Virginia	1,848,517	1,848,517	—	9,555	9,555	—	1,858,072
Wisconsin	4,176,381	4,176,381	—	20,016	20,016	—	4,196,397
Wyoming	288,596	288,596	—	840	840	—	289,436
Guam	98,530	98,530	—	—	—	—	98,530
Puerto Rico	1,536,740	1,525,991	10,749	14,780	14,780	—	1,551,520
Virgin Islands	102,136	102,136	—	—	—	—	102,136
Bureau of Indian Affairs	50,201	50,201	—	608	608	—	50,809

Table 12.—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Expenditures from All Sources and Percent of Total for Each Subject Area, Fiscal Year 1969

State	Science (1)	% (a)	Mathematics (2)	% (b)	History (3)	% (c)	Civics (4)	% (d)	Geography (5)	% (e)	Economics (6)	% (f)
Total	\$57,395,532	37.1	\$8,768,451	5.7	\$12,903,738	8.3	\$2,227,981	1.4	\$7,160,541	4.6	\$1,400,800	0.9
Alabama	1,062,763	28.2	254,365	6.7	505,975	13.4	70,529	1.9	126,329	3.4	12,226	0.3
Alaska	74,304	28.9	5,887	2.3	8,891	3.5	2,129	0.8	4,135	1.6	—	0.0
Arizona	532,214	34.0	100,212	6.4	141,174	9.0	8,104	0.5	72,638	4.6	178	0.0
Arkansas	914,744	46.4	139,853	7.1	129,521	6.6	16,852	0.9	52,045	2.5	5,522	0.3
California	4,568,174	42.5	650,772	6.1	325,774	3.0	25,342	0.2	259,122	2.4	60,907	0.4
Colorado	562,852	34.2	224,547	13.6	125,895	7.6	35,328	2.1	81,225	4.9	11,608	0.7
Connecticut	545,656	44.6	73,109	6.0	89,072	7.3	16,381	1.3	100,376	8.2	—	0.0
Delaware	151,294	45.7	11,000	3.3	35,000	10.6	—	0.0	600	0.2	—	0.0
Dist. of Columbia	48,015	14.0	49,892	14.6	—	0.0	—	0.0	49,730	14.6	—	0.0
Florida	1,548,573	26.5	228,736	3.9	491,463	8.4	54,511	0.9	146,841	2.5	5,424	0.1
Georgia	1,211,102	27.1	377,920	8.4	274,162	6.1	257,800	5.7	279,849	6.2	214,249	4.8
Hawaii	119,606	12.2	27,632	2.3	64,515	6.6	14,783	1.5	64,859	6.6	5,898	0.6
Idaho	258,062	36.0	25,059	3.5	72,381	10.1	14,000	2.0	33,774	4.7	—	0.0
Illinois	2,530,482	35.8	397,466	5.6	391,960	5.5	223,977	3.2	447,954	6.3	55,994	0.8
Indiana	1,366,255	35.0	57,362	1.5	223,728	5.7	25,893	0.7	104,964	2.7	9,843	0.2
Iowa	767,138	29.1	214,887	8.1	253,070	9.6	50,458	1.9	182,952	6.9	32,398	1.2
Kansas	660,996	36.4	104,167	5.7	103,604	5.7	19,934	1.1	70,161	3.9	14,846	0.8
Kentucky	1,277,629	46.0	173,808	6.3	133,824	4.8	18,222	0.7	81,383	2.9	2,990	0.1
Louisiana	1,875,200	50.4	228,200	6.1	311,088	8.4	26,938	0.7	116,305	3.1	1,872	0.1
Maine	494,659	56.9	30,118	3.5	35,356	4.1	2,134	0.2	25,386	2.9	295	0.0
Maryland	754,762	29.2	253,815	9.8	340,812	13.2	16,787	0.7	181,781	7.0	8,596	0.3
Massachusetts	1,230,800	33.5	293,339	8.0	288,787	7.8	40,604	1.1	196,472	5.3	7,795	0.2
Michigan	3,672,420	39.5	305,327	3.3	697,445	7.5	129,955	1.4	619,274	6.7	92,235	1.0
Minnesota	932,602	29.4	174,312	5.5	360,879	11.4	81,170	2.6	223,058	7.0	20,792	0.7
Mississippi	714,592	32.1	132,611	6.0	208,919	9.4	55,609	2.5	93,215	4.2	24,664	1.1
Missouri	1,110,796	35.3	192,123	6.1	362,669	11.5	89,162	2.8	130,494	4.1	8,928	0.3
Montana	254,845	34.9	35,619	4.9	35,617	4.9	15,368	2.1	30,399	4.2	3,875	0.5
Nebraska	665,895	57.5	49,149	4.1	88,178	7.6	28,504	2.5	59,588	5.1	22,559	2.0
Nevada	150,661	72.6	2,804	1.2	9,482	4.6	333	0.2	11,536	5.6	—	0.0
New Hampshire	325,136	68.5	27,377	5.8	22,457	4.7	942	0.2	6,208	1.3	219	0.0
New Jersey	1,738,651	47.8	179,285	4.9	368,942	10.2	23,699	0.7	168,678	4.6	11,647	0.3
New Mexico	317,263	35.7	21,845	2.5	99,009	11.2	15,323	1.7	30,629	3.5	3,859	0.4
New York	2,318,530	27.9	591,932	7.1	967,981	11.6	89,448	1.1	124,904	1.5	502,301	6.0
North Carolina	2,034,610	40.2	185,269	3.7	743,350	14.7	63,811	1.3	276,754	5.5	7,588	0.1
North Dakota	349,521	46.4	36,508	4.8	57,501	7.6	18,218	2.4	50,608	6.7	8,294	1.1
Ohio	1,965,239	23.6	514,113	6.2	854,091	10.2	116,090	1.4	232,180	2.8	74,629	0.9
Oklahoma	574,260	27.2	143,749	6.8	190,610	9.0	33,829	1.6	97,753	4.6	16,629	0.8
Oregon	537,125	27.3	55,722	2.8	216,625	11.0	88,345	4.5	230,047	11.7	59,506	3.0
Pennsylvania	4,475,768	55.4	469,139	5.8	557,833	6.9	33,749	0.4	337,309	4.2	5,541	0.1
Rhode Island	278,561	45.5	51,301	8.4	21,274	3.5	1,156	0.2	12,770	2.1	1,645	0.3
South Carolina	1,260,970	43.9	154,606	5.4	281,095	9.8	23,000	0.8	159,572	5.6	1,082	0.0
South Dakota	279,047	56.5	2,828	0.6	53,234	10.8	349	0.1	1,299	0.3	21	0.0
Tennessee	1,418,495	39.4	221,933	6.2	324,717	9.0	24,233	0.7	214,119	6.0	4,440	0.1
Texas	3,854,148	41.2	448,574	4.8	584,518	6.2	99,000	1.1	375,362	4.0	28,356	0.3
Utah	510,513	47.1	37,951	3.5	108,670	10.0	15,747	1.5	50,588	4.7	2,414	0.2
Vermont	100,461	29.1	13,243	3.8	22,217	6.4	11,964	3.5	28,142	8.2	—	0.0
Virginia	1,438,835	39.9	160,564	4.5	335,912	9.3	30,058	0.8	205,955	5.7	—	0.0
Washington	601,675	26.9	112,461	5.0	341,081	15.2	53,578	2.4	255,805	11.4	36,811	1.5
West Virginia	548,592	29.5	198,378	10.7	175,311	9.4	19,906	1.1	132,021	7.1	1,945	0.1
Wisconsin	1,520,230	36.2	212,187	5.1	343,363	8.2	113,516	2.7	266,680	6.3	29,623	0.7
Wyoming	135,743	46.9	9,643	3.3	16,851	5.8	634	0.2	15,721	5.4	556	0.2
Guam	23,671	24.0	—	0.0	18,750	19.0	—	0.0	—	0.0	—	0.0
Puerto Rico	699,587	45.1	60,462	3.9	84,111	5.4	9,169	0.6	38,071	2.4	—	0.0
Virgin Islands	13,408	13.1	22,068	21.6	852	0.8	—	0.0	—	0.0	—	0.0
Bureau of Indian Affairs	18,402	36.2	23,231	45.7	4,142	8.2	1,410	2.8	2,921	5.7	—	0.0

Table 12.—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Expenditures from All Sources and Percent of Total for Each Subject Area, Fiscal Year 1969—Continued

State	Modern Foreign Languages	%	English	%	Reading	%	Industrial Arts	%	Arts and Humanities	%	Total
	(7)	(g)	(8)	(h)	(9)	(i)	(10)	(j)	(11)	(k)	(12)
Total	\$8,381,012	5.4	\$13,277,257	8.6	\$22,670,248	14.6	\$19,833,294	12.8	\$862,722	0.6	\$154,881,576
Alabama	118,258	3.1	467,572	12.4	1,070,000	28.3	66,335	1.7	21,844	0.6	3,776,196
Alaska	1,342	0.5	10,621	4.1	149,775	58.3	—	0.0	—	0.0	257,084
Arizona	18,521	1.2	56,549	3.6	507,624	32.4	121,766	7.8	8,279	0.5	1,567,259
Arkansas	106,988	5.4	198,089	10.1	407,169	20.7	—	0.0	—	0.0	1,970,783
California	978,623	9.1	606,793	5.7	1,808,420	16.8	1,414,372	13.2	68,071	0.6	10,746,370
Colorado	131,624	8.0	159,972	9.7	191,883	11.7	114,175	6.9	9,340	0.6	1,648,443
Connecticut	76,967	6.3	88,557	7.3	197,526	16.2	27,033	2.2	7,623	0.6	1,222,300
Delaware	22,000	6.6	12,200	3.7	—	0.0	97,000	29.3	1,914	0.6	331,008
Dist. of Columbia	49,701	14.5	50,333	14.7	41,800	12.2	50,436	14.8	2,050	0.6	341,957
Florida	189,073	3.2	446,979	7.6	2,354,166	40.1	342,583	5.8	58,097	1.0	5,866,446
Georgia	455,004	10.2	311,361	7.0	415,227	9.3	654,652	14.6	24,888	0.6	4,476,214
Hawaii	8,792	0.9	131,864	13.5	505,537	51.6	19,334	2.0	16,571	1.7	979,391
Idaho	23,652	3.3	40,788	5.7	140,838	19.7	103,582	14.4	4,144	0.6	716,280
Illinois	368,534	5.2	543,985	7.7	815,977	11.5	1,245,118	17.6	57,276	0.8	7,078,723
Indiana	163,822	4.2	145,084	3.7	565,601	14.5	1,216,278	31.2	22,568	0.6	3,901,398
Iowa	68,238	2.3	205,086	7.8	342,540	13.0	511,855	19.4	10,987	0.4	2,639,609
Kansas	90,612	5.0	86,577	4.8	245,374	13.5	408,727	22.5	10,303	0.6	1,815,301
Kentucky	128,078	4.6	211,626	7.6	504,124	18.2	227,719	8.2	17,670	0.6	2,777,078
Louisiana	162,227	4.5	164,342	4.4	354,541	9.5	457,493	12.3	23,260	0.6	3,721,466
Maine	45,774	5.3	38,372	4.4	77,138	8.9	116,874	13.4	3,372	0.4	869,478
Maryland	249,481	9.8	259,449	10.0	356,019	13.9	151,047	5.9	13,776	0.5	2,586,325
Massachusetts	510,060	13.9	191,181	5.2	438,158	11.9	462,918	12.6	17,846	0.5	3,677,960
Michigan	447,476	4.8	583,906	6.3	929,517	10.0	1,769,887	19.0	42,215	0.5	9,289,657
Minnesota	190,985	6.0	286,882	9.1	234,528	7.4	643,865	20.3	17,733	0.6	3,166,806
Mississippi	54,598	2.4	287,216	12.9	371,063	16.7	268,267	12.1	14,044	0.6	2,224,798
Missouri	128,569	4.1	332,665	10.6	429,183	13.6	366,841	11.6	—	0.0	3,151,430
Montana	24,233	3.3	43,163	5.9	99,729	13.6	184,517	25.2	3,843	0.5	731,206
Nebraska	59,921	5.2	71,923	6.1	57,234	4.9	50,584	4.4	7,077	0.6	1,160,612
Nevada	530	0.3	3,615	1.7	18,841	9.1	8,388	4.0	1,354	0.7	207,544
New Hampshire	56,173	11.9	5,688	1.2	25,162	5.3	—	0.0	5,290	1.1	474,652
New Jersey	216,401	6.0	251,163	6.9	333,054	9.2	342,460	9.4	—	0.0	3,633,980
New Mexico	23,988	2.7	82,588	9.3	241,258	27.2	46,603	5.2	5,447	0.6	887,812
New York	559,975	6.8	951,412	11.4	851,080	10.2	1,313,590	15.8	48,574	0.6	8,319,727
North Carolina	168,389	3.3	457,419	9.0	888,397	17.6	207,530	4.1	26,908	0.5	5,060,025
North Dakota	36,202	4.8	49,495	6.6	64,516	8.6	78,184	10.4	4,236	0.6	753,283
Ohio	223,888	2.6	1,459,418	17.5	1,152,608	13.8	1,699,890	20.4	48,194	0.6	8,340,340
Oklahoma	106,572	5.1	261,493	12.4	515,414	24.5	167,766	8.0	—	0.0	2,108,075
Oregon	49,198	2.5	175,425	8.9	179,824	9.1	370,919	18.8	8,630	0.4	1,971,366
Pennsylvania	405,065	5.0	405,029	5.0	574,860	7.1	767,305	9.5	46,185	0.6	8,077,783
Rhode Island	82,034	13.4	62,770	10.2	34,214	5.6	63,283	10.3	3,278	0.5	612,286
South Carolina	90,193	3.1	260,738	9.1	510,755	17.8	112,708	3.9	16,610	0.6	2,871,324
South Dakota	9,229	1.9	27,224	5.5	10,573	2.0	106,445	21.6	3,652	0.7	493,901
Tennessee	135,174	3.8	348,238	9.7	584,361	16.2	306,096	8.5	15,889	0.4	3,597,695
Texas	705,734	7.5	951,804	10.2	1,416,868	15.1	844,472	9.0	53,786	0.6	9,362,622
Utah	25,332	2.2	99,541	9.2	107,024	9.9	119,946	11.1	6,508	0.6	1,084,234
Vermont	7,248	2.1	23,007	6.7	47,846	13.9	88,487	25.7	2,152	0.6	344,767
Virginia	164,815	4.6	471,867	13.1	262,679	7.3	510,167	14.2	22,794	0.6	3,603,646
Washington	105,404	4.7	209,001	9.3	291,766	13.3	217,806	9.7	12,645	0.6	2,238,033
West Virginia	43,165	2.3	220,211	11.9	376,936	20.3	132,052	7.1	9,555	0.5	1,858,072
Wisconsin	254,258	6.1	381,564	9.1	385,859	9.2	669,102	15.9	20,016	0.5	4,196,398
Wyoming	4,169	1.5	30,480	10.5	29,115	10.1	45,684	15.8	840	0.3	289,436
Guam	19,387	19.7	11,772	12.0	24,950	25.3	—	0.0	—	0.0	98,530
Puerto Rico	5,962	0.4	37,703	2.4	93,379	6.0	508,296	32.8	14,780	1.0	1,551,520
Virgin Islands	9,374	9.2	5,457	5.3	38,118	37.3	12,862	12.7	—	0.0	102,136
Bureau of Indian Affairs	—	0.0	—	0.0	95	0.2	—	0.0	608	1.2	50,809

Table 13.—National Defense Education Act, Title III, and National Foundation on the Arts and the Humanities Act, Section 12, Ranking of States by Percentage of Total Amount Spent for Subject Areas, Fiscal Year 1969

State	Science	Mathematics	History	Civics	Geography	Economics	Modern Foreign Languages	English	Reading	Industrial Arts	Arts and Humanities
Total	(49)	(48)	(48)	(46)	(48)	(38)	(48)	(48)	(48)	(44)	(44)
Alabama	40	12	4	16	34	18	35	7	4	44	20
Alaska	39	45	47	30	44	— ¹	46	42	1*	35	— ¹
Arizona	31	13	21	38	27	37	44	45	3	— ¹	34
Arkansas	9	10	32	28	40	21	15	16	7	— ¹	— ¹
California	17	19	48	41	42	16	8	35	3	22	9
Colorado											
Connecticut	15	20	29	21	4	— ¹	12	27	6	42	14
Delaware	12	41	11	— ¹	48	— ¹	11	44	— ¹	3	22
Dist. of Columbia	48	2	— ¹	— ¹	1*	— ¹	2	2	28	17	16
Georgia	44	5	35	1*	15	2	6	28	34	18	30
Hawaii	49	44	31	18	12	14	45	3	2	43	1*
Idaho	26	38	13	14	25	—	33	34	9	19	18
Illinois	27	25	39	4	14	10	17	25	29	13	5
Indiana	29	46	37	34	39	23	28	24	18	2	21
Iowa	38	7	15	15	9	6	39	43	26	10	42
Kansas	23	24	33	24	33	9	21	39	24	6	26
Kentucky	11	14	42	35	37	30	25	26	10	33	8
Louisiana	7	17	22	32	35	33	27	40	33	24	12
Maine	4	39	45	40	36	36	16	41	38	21	43
Maryland	36	4	5	36	8	17	7	16	20	37	31
Massachusetts	32	8	25	23	23	24	3	37	27	23	37
Michigan	21	42	23	19	11	27	22	30	32	11	39
Minnesota	35	26	8	8	7	13	14	21	40	9	29
Mississippi	33	21	17	9	29	25	38	5	14	25	11
Missouri	28	18	7	5	31	20	29	11	23	26	— ¹
Montana	30	30	41	13	30	15	32	33	22	5	35
Nebraska	3	34	27	10	24	4	18	31	46	38	15
Nevada	1*	47	44	45	19	— ¹	48	47	37	40	7
New Hampshire	2	23	43	43	46	34	5	48	45	— ¹	3
New Jersey											
New Mexico											
New York	41	9	6	25	45	1*	10	10	30	15	17
North Carolina	19	37	3	22	21	28	31	22	12	39	32
North Dakota	10	31	26	11	10	7	23	32	39	27	28
Ohio	47	16	12	20	38	8	36	1*	21	8	23
Oklahoma	43	11	19	17	26	11	19	6	6	34	— ¹
Oregon	42	43	9	2	2	3	37	23	36	12	41
Pennsylvania	6	22	30	39	28	32	20	38	42	30	25
Rhode Island	13	6	46	44	43	22	4	13	44	28	33
South Carolina	16	27	14	31	20	35	34	20	11	41	19
South Dakota	5	48	10	46	47	38	42	36	47	7	6
Tennessee	22	15	20	27	16	29	30	17	15	32	40
Texas	18	32	34	33	32	19	9	14	17	31	24
Utah											
Vermont	37	36	33	3	5	— ¹	41	29	19	4	13
Virginia	20	33	18	29	18	— ¹	26	4	41	20	10
Washington	45	29	2	12	3	5	24	18	25	29	27
West Virginia	34	3	16	26	6	31	40	9	8	36	36
Wisconsin	24	28	23	7	13	12	13	19	35	14	38
Wyoming	8	40	36	42	22	26	43	12	31	16	44
American Samoa											
Guam	46	— ¹	1*	— ¹	— ¹	— ¹	1*	8	5	— ¹	— ¹
Puerto Rico											
Virgin Islands	14	35	40	37	41	— ¹	47	46	43	1*	4
Bureau of Indian Affairs	25	1*	24	6	17	— ¹	— ¹	— ¹	48	— ¹	2

* Highest in Each Category.

¹ No funds expended. All States in this category ranked below last number shown. (as of March 15, 1970)

Guidance, Counseling, and Testing

(National Defense Education Act, Title V, Part A)

Title V, Part A, of the National Defense Education Act of 1958 authorizes grants to State educational agencies "to assist them to establish and maintain programs of testing and guidance and counseling." Since fiscal year 1960, it has been a matching program—that is, the Federal Government pays, within the State's allotment under the appropriation, a sum equal to the State's own expenditure for the purposes of the title.

(Part B of the title provided for institutes to improve counseling and guidance capabilities of teachers and others. With implementation of the Education Professions Development Act in fiscal year 1968, the institute responsibility was shifted to EPDA.)

Title V-A initially was intended to apply only to secondary schools. Congress came to recognize, however, that in order to identify more fully and to assist more effectively in the development of individual abilities and aptitudes, the guidance, counseling, and testing services were also needed below and beyond the secondary school level. The NDEA Amendments of 1964 therefore extended the counseling and guidance provisions to public elementary schools and to public junior colleges and technical institutes.

The intent of the legislation was explained by the staff of the Senate Committee on Labor and Public Welfare in a 1958 summary:

The purpose of this Title is to enable the States to establish, maintain, and improve programs of testing, counseling and guidance in secondary schools to discover the latent talents or special aptitudes of high school students. . . .

The significance of this statement is its emphasis on the *improvement* aspects of the program, recognizing that all students have talents, of whatever degree, which should be identified and developed.

The National Defense Education Act of 1958 was authorized for 4 years and was extended for 2 additional years in 1961, for 4 additional years in 1963, and for 3 additional years in 1968. The first five authorizations were for \$15 million, with successive increases to \$30 million and finally to \$54 million for fiscal year 1971 (with one inexplicable drop to \$25 million in 1969). After the first year, the appropriations kept pace with authorizations until 1967; in that and the next year the former remained at \$24.8 million. For fiscal 1969, it fell to \$17 million.

Within the limits of funds appropriated, all participating States seem to have made maximum effort to attain projected goals—establishment, maintenance, and improvement of guidance, counseling, and testing programs. In general, States have markedly expanded guidance, counseling, and testing services and have shown improvement, to varying extents, in the quality of such services.

Attainment of goals has been contingent upon availability of funds and upon priority needs as established by the States. With a higher level of support, authorities in the field believe, much more could have been achieved, particularly in elementary schools, junior colleges, and technical institutes.

At the end of the first year of Title V-A operation, 1958-59, there were about 13,000 (full-time equivalent) counselors serving public secondary students. By the end of school year 1967-68, this number had increased to 40,450. When Title V-A was expanded in 1964 to include youth in elementary schools, junior colleges, and technical institutes, some 3,250 additional counselors began serving these groups. By school year 1967-68 that number had more than doubled, to 6,689 (see Table 14). The dramatic State-by-State growth in numbers of professional staff under Title V-A is shown in Table 15: for

example, a tenfold increase in Alabama, from 45 to 483; a twelvefold increase in North Carolina; a jump from 9 to 112 in South Dakota; a leap in Indiana from none to 2,200, in Illinois to nearly 1,900, and in Michigan to nearly 2,200.

Table 16 shows the 1965-1968 growth in the number of counselors in elementary schools of the States.

Growth Under Federal Stimulus

The matching requirement, and the normal stimulating effect of financial impetus, have brought about a marked increase in guidance and counseling beyond what could be attributed solely to the Federal outlay. Financial support of these programs is 31 times as great as it was when Federal assistance began. The total national expenditure for counseling and guidance at the end of the first year of Title V-A was \$10,833,440 from all sources, with the Federal share about 45 percent. The comparable expenditure during the 1968-69 school year was more than \$344 million, with the Federal share now less than five percent (Table 17).

Tools have been devised and personnel acquired to identify students with outstanding aptitudes and ability and to provide guidance and counseling on courses of study best suited to ability, aptitude, and skills.

A standardized test is one of many tools

which may be used to help identify the aptitudes and abilities of a student. It requires proper interpretation by an adequately trained counselor, psychologist, or other specialist. In 1958-59, more than 10 million standardized scholastic ability and achievement tests were given; nearly 2 million of these were provided under NDEA. During 1968-69, some 48 million such tests were administered, more than 10 million of them under NDEA.

In nonpublic schools a total of 202,000 tests supported by NDEA were given in 1958-59. During 1968-69, more than 750,000 tests were administered to nonpublic school pupils under Title V-A programs of State education agencies. Another 399,000 tests were administered to 368,000 nonpublic school pupils in 40 States under U.S. Office of Education contracts with testing agencies. (The Act provides for this procedure where a State agency may not, under State law, pay for such testing, with the State's allotment reduced accordingly.)

The counselor-to-student ratio has been improved so that more students have received advice in choosing educational programs, selecting vocations, and learning about job opportunities. At the beginning of NDEA in 1958, the secondary counselor-to-student ratio was 1:960. After 10 years, this ratio has been reduced to 1:420, a 230 percent improvement (see Table 18).

Table 14.—Counselors and Guidance Supervisors (Full-Time Equivalent) in Public Secondary and Elementary Schools, Junior Colleges, and Technical Institutes 1958-59 through 1967-68

	Secondary	Elementary ¹	Junior College ¹	Technical Institute ¹
1958-59	13,000 ²			
1959-60	18,739			
1960-61	21,828			
1961-62	24,492			
1962-63	27,180			
1963-64	29,206			
1964-65	33,000	1,612	700 ²	40 ²
1965-66	34,500	2,600	800 ²	60 ²
1966-67	37,915	4,026	1,418	104 ²
1967-68	40,450	4,644	1,829	216

¹ The National Defense Education Act until 1964 was limited to secondary schools.

² Approximate.

Table 15.—Number of Public Secondary School Counselors (Full-Time Equivalent) by State, Fiscal Years 1959 and 1968

State	FY 1959	FY 1968
Alabama	45	483
Alaska	18	58
Arizona	—	327
Arkansas	—	318
California	2,211	4,586
Colorado	—	581
Connecticut	247	709
Delaware	30	109
District of Columbia	52	155
Florida	294	1,325
Georgia	322	690
Hawaii	38	147
Idaho	31	179
Illinois	—	1,885
Indiana	—	2,203
Iowa	242	696
Kansas	81	413
Kentucky	389	383
Louisiana	131	671
Maine	58	161
Maryland	361	881
Massachusetts	516	1,100
Michigan	—	2,170
Minnesota	132	813
Mississippi	35	326
Missouri	385	828
Montana	39	180
Nebraska	139	153
Nevada	46	105
New Hampshire	55	138
New Jersey	483	1,546
New Mexico	—	246
New York	1,841	3,125
North Carolina	55	688
North Dakota	39	78
Ohio	715	1,920
Oklahoma	97	387
Oregon	53	514
Pennsylvania	1,380	2,088
Rhode Island	—	244
South Carolina	127	503
South Dakota	9	112
Tennessee	23	600
Texas	823	1,615
Utah	149	343
Vermont	50	102
Virginia	438	1,076
Washington	538	1,039
West Virginia	19	230
Wisconsin	—	854
Wyoming	—	73
Guam	—	21
Puerto Rico	106	260
Virgin Islands	—	13
Total, All States	12,991	40,450

Table 16.—Number of Public Elementary School Counselors (Full-Time Equivalent) by State, Fiscal Years 1965 and 1968

State	1965	1968
Alabama	0	69
Alaska	0	3
Arizona	53	128
Arkansas	0	40
California	461	620
Colorado	3	26
Connecticut	53	96
Delaware	1	6
District of Columbia	55	142
Florida	0	72
Georgia	13	15
Hawaii	6	41
Idaho	2	6
Illinois	86	242
Indiana	8	71
Iowa	1	14
Kansas	0	99
Kentucky	3	118
Louisiana	0	58
Maine	20	6
Maryland	57	116
Massachusetts	23	98
Michigan	8	98
Minnesota	0	20
Mississippi	0	21
Missouri	0	152
Montana	4	10
Nebraska	0	0
Nevada	29	17
New Hampshire	7	23
New Jersey	61	72
New Mexico	0	74
New York	427	569
North Carolina	0	38
North Dakota	0	8
Ohio	24	276
Oklahoma	1	50
Oregon	25	91
Pennsylvania	38	176
Rhode Island	16	41
South Carolina	2	8
South Dakota	0	10
Tennessee	0	87
Texas	110	366
Utah	6	72
Vermont	0	10
Virginia	4	53
Washington	0	135
West Virginia	1	19
Wisconsin	2	47
Wyoming	2	14
Guam	0	1
Puerto Rico	0	0
Virgin Islands	0	0
Total, All States	1,612	4,644

Table 17.—Total National Expenditures for Counseling and Guidance, by Source of Funds, Fiscal Years 1959 and 1969.

Year	Source of Support			Total
	Federal	State	Local	
FY 1959	\$ 4,819,990	\$ 420,128	\$ 5,593,322	\$ 10,833,440
FY 1969*	16,856,118	16,949,443	310,890,336	344,695,897

* Based upon 47 complete and 9 partial State reports.

In 1958, little or no thought had been given to informing and advising elementary school children about the world of work. Dropout studies have revealed that information gained and attitudes developed in the early school years tend to determine the child's educational and career pattern. By the end of the 1967-68 school year, 4,600 counselors were working in elementary schools—a counselor-pupil ratio of 1:5,600. (As we have noted, NDEA Title V-A was not extended to elementary schools until 1964-65.) Although this is far from the 1:300 professionally recommended ratio, it is a significant beginning.

Since enactment of Title V-A, more talented students are completing secondary school, taking prerequisite courses, and entering institutions of higher learning. In 1958, the year before Title V-A went into effect, 582 of each 1,000 students who had entered fifth grade in the 1950-51 school year were graduating from high school, and 308 of these were entering college. By 1967, of each 1,000 who had been fifth graders in 1959-60, 720 were graduating from high school and 400 of them were entering college the same year. This amounts to an increase of 23.7 percent in the high school retention rate in the 9 years, and a 30 percent rise in those going on to college.

Of course, many other forces have been at work to change the face of education since 1958. But there can be no doubt that the guidance and counseling movement has helped to increase the retention rate in high school, and to stimulate increased enrollments in colleges and postsecondary vocational and technical schools.

Between 1958 and 1968, the number of students enrolling in college for the first time

rose 113 percent and the total college enrollment increased 115 percent. The enrollment in postsecondary vocational-technical courses increased more than 2,800 percent. During the 10-year period 1958-68 guidance staffs in State education agencies have increased significantly. In 1958, States employed 99 guidance supervisors. By 1968, there were more than 200 guidance supervisors employed by the States and other participating jurisdictions (District of Columbia, Guam, Puerto Rico, and Virgin Islands).

Perhaps even more significant than the addition of guidance personnel alone was the development of a pupil personnel services concept of administration at the State level which integrated such efforts as guidance, health, psychological services, social work, and attendance. By 1967, 402 State guidance pupil personnel supervisors were employed, reflecting at least in part the impact of Federal legislation on the establishment of State services, according to O. Ray Warner in an unpublished doctoral dissertation (George Washington University, 1968).

Standards and Scope

Each State Plan is required to stipulate the standards and procedures to be employed by the State educational agency in approving local school guidance, counseling, and testing programs.

The standards cover: (1) types of tests to be utilized for the measurement of aptitudes and abilities, and the grades to be tested; and (2) minimum and recommended standards for approval, including (a) guidance and counseling activities to be provided; (b) qualifications for local school guidance posi-

Table 18.—Counselor-Student Ratio in
Public Secondary Schools by State,
Fiscal Years 1959 and 1968

State	Fiscal Year 1959	Fiscal Year 1968
Alabama	1:6,693	1:788
Alaska	713	433
Arizona	392*	341
Arkansas	1,714*	644
California	508	330
Colorado	800	376
Connecticut	643	220
Delaware	963	495
District of Columbia	618	322
Florida	1,264	416
Georgia	867	572
Hawaii	1,333	471
Idaho	2,131	483
Illinois	596	319
Indiana	1,612	206
Iowa	1,038	408
Kansas	1,169	413
Kentucky	625	383
Louisiana	736	671
Maine	912	374
Maryland	582	385
Massachusetts	579	405
Michigan	766*	393
Minnesota	1,945	467
Mississippi	5,678	758
Missouri	497	369
Montana	1,053	341
Nebraska	576*	615
Nevada	410	438
New Hampshire	740	331
New Jersey	600	370
New Mexico	770	490
New York	595	450
North Carolina	4,735	609
North Dakota	1,379	590
Ohio	832*	521
Oklahoma	2,220	692
Oregon	2,226	341
Pennsylvania	1,381	485
Rhode Island	332	280
South Carolina	1,509	592
South Dakota	4,790	626
Tennessee	1,390*	357
Texas	861	783
Utah	550	376
Vermont	445	408
Virginia	540	338
Washington	423	411
West Virginia	1,142*	806
Wisconsin	743*	481
Wyoming	672*	336
Guam	3,973	342
Puerto Rico	1,532	1,903
Virgin Islands	1,040	302

* Fiscal year 1960.

tions; (c) counselor-student ratio; and (d) physical facilities, equipment, and materials.

Almost all State plans included *minimum* standards in these areas, but originally few included *recommended* standards. All States and territories have now established both minimum and recommended standards. These standards have been extended to embrace elementary schools and junior colleges and technical institutes where applicable. The progress States have made toward meeting the objectives of the Act has depended largely upon the types of minimum and recommended standards written into State plans, and the funds available.

The minimum qualifications for a State supervisor of guidance, counseling, and testing are outlined in the State plans. No degree requirement is mentioned in the plans of eight States; four States require a bachelor of science degree plus additional credit; twenty-six States require a master's degree; five States require a master's degree plus additional graduate credit; three States require a doctorate.

State guidance supervisors in 24 States are required to meet State counselor certification requirements; 13 States demand counseling experience; and 12, teaching experience.

The impact of the Title V-A legislation is reflected in the continued improvement of certification requirements. In 1960, 37 States had mandatory certification requirements, four had optional requirements, and 13 had no requirements. The most recent statistics on certification indicate that 54 of the 56 States and territories have certification requirements for school counselors.

Dimensions and Trends

Since the enactment of Title V-A in 1958, the dimensions of guidance have extended beyond educational and vocational planning. Recognition of deeper needs of society and the consequent necessity for emphasis on developmental and preventive rather than remedial services point up the urgency for a broader concept of "guidance." That now encompasses all the services needed by chil-

dren from birth throughout their school experience to enable them to profit from education and, as citizens, to contribute to a viable democracy.

More attention, authorities believe, should be focused on the preventive and developmental concept, beginning in the early years of life. A comprehensive program of pupil personnel services is needed, as well as programs to prepare and use paraprofessionals.

Several current trends having significance for the continuing development of guidance and personnel services may be highlighted as follows:

1. *Student unrest at the secondary school level poses a real challenge to pupil personnel services.* As the counselor and others involved in providing pupil services fulfill the function of advocate for the student, these personnel inevitably carry the responsibility for interpreting to the administration the needs and, indeed the "hangups" plaguing the school population. Those involved in counseling are coming more and more to accept their intermediary roles in stimulating acceptance of the "student voice" in the administration of the school and its regulations, and in curriculum planning and development. The American Personnel and Guidance Association has sensed this important function at all levels of education and is developing position papers on the roles to be played by the various student services in developing communication and mutual understanding and trust between youth and the educational "establishment." It is apparent that student services personnel cannot carry this responsibility alone; it may not be so readily apparent that it cannot be carried without them. That involves the full educational team and further emphasizes the preventive aspects of guidance. It calls also for expanding the team to include parents as important and significant allies in the guidance process. The past decade has increasingly recognized parental involvement as an essential ingredient in helping students as they seek to develop educational and vocational plans. Actually, the team concept is expanding to include the

other (nonschool) community agencies concerned with children and youth.

2. *As the concept of guidance has changed from remedial to developmental and preventive services, persons involved in early childhood education recognize the importance of pupil personnel specialists in making a child's first educational experience happy and rewarding.* Vitally needed are assistance in the identification of pupil characteristics in such areas as: beginning learning difficulties; physical and psychological handicaps; giftedness and creative capacities; and mental retardation. The specialists can sensitize the instructional staff to individual needs of pupils and initiate early contacts with the home, even assisting parents in furthering optimal development of the child.

3. *The implementation of the Education Professions Development Act emphasizes a trend that further implements the team approach in the provision of pupil personnel services.* Of the 42 grants for training in guidance and personnel services made in 1969-70, more than half are geared to teaming counselors with other pupil personnel workers, instructional and administrative school personnel and paraprofessionals.

4. *A trend which augurs well for the provision of counseling services to school age populations lies in the increased training and use of paraprofessionals in pupil personnel services.* Many schools are using paraprofessionals in guidance and personnel services to provide more adequate assistance. Counselor aides contribute most effectively when they relieve the professional workers of routine details, assist in supplying preliminary occupational and educational information, and lessen the communication gap between the school and the home, the professional and the student. In most instances, when the aides are indigenous to the school area, the effectiveness of their services is enhanced. This development has been stimulated further by the inclusion of aides in preparation programs authorized by the Education Professions Development Act. Of the 1969-70 grant programs referred to in (3) above, five include paraprofessionals among those being

trained for services in the schools. Since these support personnel are already making significant contributions, training programs will increase their effective use with students. Their training and utilization is becoming part of a career development pattern which is a valuable adjunct to pupil personnel services, and is developing potential professionals in the field.

5. *States report growing numbers of professionals in junior colleges and technical institutes.* In fiscal year 1968, the States reported 2,370 counselors functioning in junior colleges and 264 in technical institutes. In the same year, of 866 institutions providing at least two but less than four years of education beyond high school, 154 have guidance services that meet State plan standards.

6. *The availability of computer-based guidance systems is beginning to show promise of aiding counselors in reaching more students and even initiating or supplementing the guidance process by the student's direct use of the computerized data.* As the student begins to fit the pieces of information from the computer together, he launches into the counseling relationship armed with facts and some tentative plans. (At least ten such systems are reported in the 1969 Office of Education publication, *Computer-Based Vocational Guidance Systems*.) Problems common to the use of such systems generally fall into two categories: the inadequacy and scarcity of the software, and their cost. Some guidance leaders express concern over the possible mechanization of the guidance function which they describe as merely fitting round pegs into round holes, a process quite inadequate in a world of countless choices and an occupational outlook that sees myriad new and different jobs constantly. One writer (Dr. Kenneth Hoyt) argues strongly for the "efficiency of inefficiency" because of these factors and the student's development as he moves from one level of maturity to the next. The counselor still must serve as the sounding board and advocate for the student.

7. *Evaluation is always an issue.* With the increasing recognition of "accountability" as a factor in programs which are project-

oriented, (e.g., the dropout program) there is correspondingly increasing emphasis on behavioral outcomes which can be measured in accordance with performance criteria. This is an effort to apply the systems-analysis and cost-effectiveness concepts to this aspect of education.

The behavioral approach to evaluation underlies the *National Cooperative Study of Guidance* which was initiated in the U.S. Office of Education, and continued under contract with the University of Missouri. Phase I of this study, dealing with taxonomy development and variable definition, has been completed, and Phase II, dealing with instrumentation, is being carried out in cooperation with Title III of ESEA.

Comments from the States

From the annual reports of the participating States to the Office of Education, we have excerpted some comments on the administration of the guidance, counseling, and testing program under Title V, Part A, of the National Defense Education Act, for fiscal year 1969:

Alabama

Although progress is being made in counselor qualifications, there is still an unmet need for many qualified counselors. The development of counseling-related activities under other federally funded programs has drawn heavily upon counseling personnel; therefore, the gap between supply and demand is becoming wider.

Alaska

Many of the unmet needs in local programs could be met by adding additional staff, both professional and clerical. The amount of Title V-A monies currently available in Alaska guidance, counseling, and testing programs only partially matches that spent by the local districts for salary.

Arizona

It would be well if the "title" offices could have a research consultant who would be free

to spend much of his time out in the field. . . . He could give needed inservice training as to what research was and what it could accomplish for the individual schools.

District of Columbia

Now that the Union Contract has called for the elimination of clerical duties for teachers, much of this work has been delegated to counselors.

Florida

Three important factors have contributed to a recent increase in utilization of community resources by school personnel: the development of the pupil personnel team concept, a noticeable increase in community services, and a changing attitude on the part of the general public. With the employment of additional pupil personnel workers in many counties, concerted efforts have been made in the past year to implement a truly effective teamwork approach. Almost every workshop and conference held in the State devoted at least one section to the development of teamwork in pupil personnel services.

Georgia

Educators are becoming more acutely aware of the fact that the school cannot be self-contained and meet all the needs of all the students within the school. The school must seek assistance from other agencies and resources in order that the needs of students might more fully be met. Counselors consistently report that more and more community referral agencies are being consulted and called upon to assist the school in working with individual students and groups of students. These counselors have been called upon by local school system administration to help in preparing written proposals which might be submitted under the Elementary and Secondary Education Act for the utilization of the resources and many agencies to meet the increasing needs of students in their communities.

Guam

Consultants from the Guidance and Testing Office and the counselors within the individual schools developed a working relationship with [such] other governmental agencies as: The Guam Department of Public Health and Welfare, Department of Public Safety, Probation Office, and the Judiciary Department, to which children were referred for care and other services.

Indiana

One of the minimum requirements previously stated was the dissemination of all educational and career information to parents and children. Methods used by counselors to help parents are to hold parent conferences, parent-teacher-counselor meetings, open houses, study groups; interpret requirements for their child's vocational or education plans; collect school data from teachers, and arrange teacher interviews. The counselor helps the teacher by holding case conferences to present information relative to a student's capacity and potential, counseling younger teachers who request it, reporting in faculty meetings significant information concerning current literature and research in the fields of guidance, collecting information (such as test results) for the students' cumulative files; also locating extra aids for the guidance program (books, audio-visual aids, lectures, etc.). The school administrator relies on the counselor to help determine curricular needs through information gained in research and followup. The counselor is also beneficial in improving teacher-pupil relationships. Because of a counselor's close contact with parents, he is often an excellent public relations promoter between the school and the community.

Illinois

Inservice training and professional development of staff members continue to play a vital role in the improvement of the quality of services extended to local school districts. Bimonthly staff meetings were held to insure program continuity, to evaluate progress

made, to plan short- and long-term objectives, and to hear specialists discuss the roles of various pupil personnel services in the field. New staff members received field supervision during the early phases of their jobs, as well as participating in an orientation workshop. Pupil Personnel Services Department meetings were held during the school year. These meetings involved school psychologists, school social workers, school counselors, special education consultants, and representatives of other Federal title programs in presenting the latest information on program operations. The purpose of these meetings was to open communication channels and to inform all staff members about interdepartmental activities.

Iowa

There were ten local school districts and three county units employing 27 approved elementary school counselors in Iowa during fiscal 1969. The response by everyone contacted at schools with approved elementary school guidance programs, including counselors, administrators, teachers, pupils, and parents, continues to be very encouraging. The availability of personnel remains a critical factor. A number of districts expressed an interest in implementing a program but did not, primarily owing to unavailability of approved elementary school counselors.

Kansas

There have been four principal studies and investigations and experimental projects during fiscal 1969; three are being carried over into fiscal 1970. An elementary pilot project created in the Laboratory School at Kansas State Teachers College for the purpose of disseminating program experiences to colleges has been visited by many professionals interested in providing such services in their local districts.

Kentucky

The key to the State program of supervision lies in the provision for Area Supervisors. They live in their supervisory areas

and work on a day-to-day basis with superintendents, principals, supervisors, guidance counselors, teachers, and other school personnel. Thus, not only are the basic philosophy and objectives of the State program transmitted effectively, but the opportunity is provided for close observation of progress of guidance services at the local level.

Maryland

Trends and developments: More extensive use of group counseling has grown across the State. More flexibility in the provision of guidance services has developed (more evening programs of counseling, for example). Vocational Rehabilitation extended its services. More use was made of equipment for providing guidance information (viewdecks, etc.). The trend toward provision of guidance and counseling services at the elementary school level continues.

Michigan

Counselors are in a unique position to appraise the educational needs of children and to be objective in judging whether the school curricular offerings are meeting these needs. Because of this, many school curriculum committees include counselors as working members. Parents often call on counselors to interpret the school's position in meeting these educational needs. A recent development in extended counseling time—evening, weekend, and summer—has occurred in Michigan as counselors attempt to better serve parents, dropouts, and graduates in meeting educational needs.

Minnesota

Counselors have been encouraged to involve themselves in the total school program as consultants to curriculum development committees, and assisting individual teachers with students in their vocational development. There seems to be increased recognition by school administrators of this role of the counselor as a resource person on the staff.

Mississippi

The most critical need in Mississippi in guidance continues to be financial support for guidance services if guidance is to continue its present growth. NDEA Title V-A has definitely made a contribution to the guidance movement, but additional Federal support is needed if this growth pattern is to be continued.

Missouri

The impetus for the Industrial Institute in Vocational Counseling for Counselors was the request for an inservice workshop to meet a deeply felt need on the part of counselors for more practical and much more comprehensive information concerning business, industry, and labor in the St. Louis area. Efforts over several years to develop such a workshop locally had failed. Assistance was requested from the Director, Guidance Services Section. As a result of his help, added to their own efforts, an advisory committee of counselors, business, industrial and labor union representatives was formed. The workshop developed into a six-week graduate level institute far surpassing the hopes of either the initiators or the participants who had expected "another occupational and educational course." In outstate Missouri, many referral agencies and other resources are not as readily available as in, or near, the metropolitan areas. However, every effort must be made to utilize fully the existing resources and to develop new ones. Statewide the availability of mental health clinics with a staff including a psychologist, psychiatrist, medical doctor, nurse, and social worker in most areas has become a fact. Seven of nine such clinics authorized to be built in as many sections of the State are now in operation. These have reduced the distances to such resources from hundreds to tens of miles. Referrals of out-of-school resources increased sharply during fiscal year 1969.

Nebraska

A Report of a Pilot Program in Elementary School Guidance was updated. It is a descrip-

tion, primarily in narrative form, of the activities, successes and failures of those involved in the Pilot Program, and includes information for the entire three years of the Pilot Program.

North Carolina

Counselors have discovered that not only is it desirable to have parents, teachers, and administrators understand and support guidance activities, but also that involvement and participation of these groups is necessary if the guidance program is to be successful.

Ohio

A definite trend observed at all educational levels was the emphasis on vocational guidance. An example of a cooperative approach to this need and interest was the continuing support of 14 approved Vocational Guidance Seminars for upgrading the knowledge and skills of certificated school counselors under a financing arrangement with the Division of Vocational Education, utilizing funds from the Vocational Education Act of 1963. Under the same Act, 104 vocational guidance counselors were employed with 50 percent reimbursement up to a maximum of \$4,500 in schools which met the following four requirements: (1) The school offered a minimum of five approved vocational courses under the Ohio School Foundation Program; (2) The counselors employed must hold the Ohio School Counselors Certificate; (3) The counselors employed must have attended a 2-week Summer Vocational Guidance Seminar; and (4) The employment of the vocational guidance counselor must be an expansion of guidance services previously provided by the school.

North Dakota

Lake Region Supplemental Education Services. This program is to improve education in the Lake Region area by providing vocational instruction in schools where none is now offered; to provide guidance and counseling services to area schools; and to seek ways and means of increasing the holding power of

schools enrolling Indian students to eliminate the dropout problem and develop a tradition among Indians for completion of their secondary education. This program has five counselors serving 25 small public schools and three nonpublic schools in grades 1-12. A total of 3,548 students were tested this past year and 5,932 interviews were held with students, teachers, administrators, school personnel workers, parents, and school dropouts.

Puerto Rico

There are several unmet needs:

- a) The urgent need for more counselors is probably the most serious one. The counselor load is 1:912 in secondary schools.
- b) There is no guidance program in the elementary schools except a pilot project in two schools.
- c) There is a lack of sufficient personnel at the Central Office to develop more innovative programs.

South Carolina

Two areas in which counselors' competencies and skills in human relationships are urgently needed are those involving desegregation implementation and special provisions for disadvantaged youth. Counselors can help bring about attitude and behavior changes in this critical area of human relationships if they have the time and opportunity to work with students over an extended period. Funds should be allocated for the training of counselors in this area.

South Dakota

The importance of the collection of personal and educational data about each student has been stressed as well as the need for improved methods of organizing and interpreting the information. Judging from communication with the counselors and administrators, added interest in the proper use of the material is being made, at least in those schools with qualified personnel. This

assumption would indicate that a majority of the schools do collect, organize, and interpret the data in a sophisticated manner. There has been added emphasis on vocational guidance with a special effort to coordinate the guidance activities with those of the Vocational Education Division. Information materials (both career and educational) are a part of all schools having a guidance program.

Tennessee

The most significant achievement during this fiscal year was the one hundred percent funding of guidance at the State level by the State Legislature. The State is expected to provide approximately \$4,000,000 for this fiscal year. This would provide a counselor-student ratio of 1:500 at the secondary school level.

Virginia

Our guidance people have been valuable in the Adult Education Program by guiding adults into various vocational classes, preparing them for the General Education Development Test. We have averaged awarding two High School Equivalency Certificates a month to adults who successfully passed the GED test.

Virgin Islands

The socioeconomic changes which have occurred in recent years have made a deep impact on the lives of children and youth and have also caused certain questions to be raised concerning the role of guidance in the instructional program. As a result, guidance personnel and school administrators have become increasingly aware of the importance of having programs of guidance, counseling, and testing as an integral part of the educational program on all levels. The change on the part of the school personnel is due chiefly to the newer concept which places emphasis on guidance as a continuous and developmental process.

West Virginia

Never have so few dollars been known to do so much for education in West Virginia as those provided by NDEA Title V-A. Though the funds were small, the matching incentive was great, and guidance programs were initiated, organized, and developed at a phenomenal rate. From a start of near-zero in 1958, 204, or 55 percent, of the high schools had developed programs by the mid-1960's. So little money could stimulate only so much growth, however; even so, it appears to have had a strong sustaining effect. Now that these moneys were reduced more than 30 percent

in 1968-69 and their total loss is impending, we have cause for grave concern.

Wisconsin

There is still a shortage of qualified school counselors in the State; many school districts have been unable to employ any. It does not appear that the counselor shortage in either the secondary or elementary fields will be alleviated in the near future. Although several new preparation programs have been developed in the past three years, the demands for qualified counselors have increased at a greater rate.

Appendix

ANNUAL REPORTS OF THE STATES UNDER TITLE V, SECTION 503, ELEMENTARY AND SECONDARY EDUCATION ACT, FISCAL YEAR 1969

Alabama

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—State of Alabama Department of Education.

Funds expended or obligated.—\$531,860.

Staff engaged, by number of positions.—26.4 professional; 18.2 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	5
10,000 to 24,999.....	10
5,000 to 9,999.....	36
2,500 to 4,999.....	45
Under 2,500	22
Total.....	118

Project:

Upgrading Data Processing Section Project

Creation of teacher files on random access disk storage devices was developed. Teacher certification procedures have been completely changed to take advantage of the present equipment. Programing and systems design have been completed. All punch card files have been eliminated. Proof of certification status of employed teachers, various statistical analyses, and other hard-copy printouts can be obtained.

Textbook requisitions and textbook inventory control have been improved by creating master book, publisher, and school system control files on random access disk storage. This file is also used to control textbook inventory in the local school systems.

The storage of test-score answers for pupils in the eighth and eleventh grades on random access devices has allowed the EDP

section to furnish to the local school boards and other agencies many different types of statistical analyses.

Improving School Lunch

Provision of services that assist in developing, improving, and expanding activities in the School Lunch Section of the Division of Administration and Finance. Services are rendered in all phases of the Food Service and Local Accounting Programs. Consultative service is provided on expanding and improving the food service programs. Assistance is given in the evaluation of these programs. All efforts have been made to eliminate unsanitary conditions and to interpret properly requirements and regulations set by State public health laws.

Study, Development and Implementation of State Department of Education Leadership

The study has led to: (1) a written set of Board policies; (2) creation of an inservice planning committee and implementation of a monthly 1-day workshop; (3) awareness on the part of the personnel of the department as to the functions, duties, and responsibilities of the Department of Education and (4) plans for more logical patterns or organization.

Improvement of Statistical Services

Program conversion to use the capability of the 360 computer system was continued. Some reporting forms have been revised so that more comprehensive, current information may be available.

Expansion of Graphic Arts Section

The duplicating output volume is provided on a more current demand basis. This section provided the department with faster service on rush materials, duplication from original

copy without mimeograph stencils, addressing service, typed copy and heads for offset duplications, and photographic positives for overhead projectors. Expanded output has benefited the department. Reports and publications reflect data on a more current basis.

Improving Pupil Transportation

Developed better specifications for transportation equipment. As a result, the equipment being purchased for the State has greater safety features than ever before. Leadership at the State level has developed and distributed to the local county boards of education information that will help them do a better job in the screening and selection of bus drivers. Provided local boards of education with more material for local training programs.

Supervisory and Related Services

Consultants assisted local school systems in the organization and implementation of inservice programs, and helped individual teachers improve classroom instruction. Prepared instructional materials and aided in the development and evaluation of improved instructional programs. Visited teacher-training institutions, conferred with college faculties on curriculum development, improved instructional methods and other problems related to preservice training of teachers in mathematics, social studies, and industrial arts.

Expansion of School Plans and Surveys

The Alabama State Department of Education is required to make surveys for county and city school systems as to school sites and facilities and to make recommendations concerning consolidation of schools, new schools, and repair and maintenance of school facilities. The Plans and Surveys Section of the Division of Administration and Finance is providing these services. The Survey Staff has completed 13 partial surveys, four attendance area surveys, and 24 site inspections. There was very little time to give assistance in maintenance and operation.

Research and Higher Education

This project consisted of developing and expanding services to institutions of higher education: collection and dissemination of data, coordinating comprehensive student financial aid programs and publishing research studies. Title V funds have enabled the Division of Research to give expanded service to institutions of higher education and to all Alabama citizens.

English Consultative Services

This project has enabled the department to bring consultants together for a closer working relationship. Consultants in reading, English, speech, and drama work together in planning statewide activities.

Special Education for Handicapped

Special education administrators, teachers, and parents have become much more interested in including special education in their total school plans. The project has helped them recognize that each special education class has a definite purpose in the service for a particular area of exceptionality.

Expansion of Elementary Education

Leadership and consultative assistance was provided for elementary schools throughout the State. Emphasis was given to accreditation of elementary schools and to helping teachers improve the quality of their programs.

Expansion of Secondary Education

Primary emphasis of this project was a statewide effort to improve music and art education at the secondary level. A guide for art instruction 1-12 was developed—the first State guide to be developed in art education.

Alaska

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—State of Alaska Department of Education.

Funds expended or obligated.—\$209,729.
Staff engaged, by number of positions.—6 professional; 6.7 nonprofessional.
School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	1
10,000 to 24,999.....	1
5,000 to 9,999.....	1
2,500 to 4,999.....	3
Under 2,500	23
Total.....	29

Project:

Policies and Procedures Handbook

A manual was developed for the State Board of Education detailing the operations policies and procedures of the schools in the unorganized territory of Alaska.

Uniform Information System

(a) Automatic data processing: The Alaska State Department of Administration assumed responsibility for providing data processing services which included support in analysis and systems design and programming.

(b) Pilot uniform information system: Developed a pilot system which can be utilized on a statewide basis with emphasis on pupil accounting needs.

Staff Development

Provided a program permitting professional leave on a matching basis for personnel to develop their professional competence.

School Finance

Conducted a statewide school finance study to reconsider State and local fiscal support levels for education programs.

Services to LEAs

Provided technical and consultative services to local educational agencies in program development, school management, and secondary curriculum.

Arizona

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Arizona State Department of Public Instruction.

Funds expended or obligated.—\$367,151.

Staff engaged, by number of positions.—7 professional; 15.4 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	5
5,000 to 9,999.....	11
2,500 to 4,999.....	16
Under 2,500	257
Total.....	291

Project:

General Administration

Provided an executive administrative position—assistant superintendent for administration—whose responsibilities include revising employment procedures and improving internal and external communications within the agency.

Statistical Services

An expansion of statistical services for improved fiscal accounting, certification, and program records.

Technical and Consultative Services to LEAs

Provided education specialists in specific subject areas for curriculum development and consultative services in music, reading, physical education, mathematics, foreign languages, art, industrial arts, and audio-visual techniques.

Arkansas

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Arkansas State Department of Education.

Funds expended or obligated.—\$321,646.
Staff engaged, by number of positions.—14 professional; 6 nonprofessional.
School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	0
10,000 to 24,999	4
5,000 to 9,999	10
2,500 to 4,999	19
Under 2,500	357
Total.	390

Project:

Strengthen Department of Internal Administration and Supporting Services

Most of the major activities in this project involved the use of electronic data processing equipment. These activities included such programs as internal agency fiscal accounting, calculation and distribution of various State aids, indepth study of the Minimum Foundation Program, and school district reorganization. Other activities included the computation and dissemination of such reports as House Concurrent Resolution #58, fall statistics of public elementary and secondary day schools concerning teachers, instruction rooms, and expenditures, elementary and secondary general information survey, and educational statistics. Completed studies concerning pupils, teaching personnel, and subject areas. Conducted conferences and workshops for beginning school superintendents and persons responsible for maintaining financial records of their particular districts.

Elementary Education—Grades 1-8

Sponsored two three-week workshops at the two State Universities in an effort to upgrade the quality of local elementary school leadership. Seventy elementary school principals attended the two workshops. Developed and distributed an *Elementary Teacher's Handbook* to local schools. Published a *Social Studies Guide*. Assisted school districts in planning for more efficient use of Federal

funds. Held five State area elementary school principals' meetings as a means of upgrading elementary supervision and administration in the State; some 300 elementary school principals participated in these meetings. Gave consultative service to school districts through inservice and preschool workshops. Visited each of the 815 elementary schools in the State at least once during the fiscal year for the purpose of accreditation and general evaluation. Held a statewide conference on early childhood education in an effort to acquaint key education leaders in the State with the need for kindergartens. Helped in passing Constitutional Amendment #53 legalizing permissive kindergartens in Arkansas. Developed guidelines for implementing a program of public school kindergartens in the State. Worked with colleges and universities in establishing programs of teacher training in early childhood education. Helped in setting up a system of reevaluation of all elementary schools.

Strengthen School Plant Service

Continued to support the position of Supervisor of School Plant Services. Expanded consultative services to local educational agencies in the areas of school plant planning and custodial and maintenance services. Made 60 school plant surveys. Developed a *Custodial Handbook for Arkansas Public Schools* and distributed copies of the handbook to school administrators. A staff member audited the custodial and maintenance courses offered in Missouri and Florida. Developed a program for training custodial and maintenance personnel. Developed several course outlines in this area. Cooperated with local school districts in developing inservice workshops for custodial and maintenance personnel.

Leadership, Consultative and Technical

Art.—Continued consultative and technical services in art to the school districts of the State. Continued the development and circulation of the artmobile, featuring artifacts and history of all the Indian tribes who have lived in Arkansas, using an exhibit on loan

from the University of Arkansas Museum. Published and distributed a curriculum guide on art at the elementary level. Made a statewide survey of art education at both the elementary and secondary levels. Continued public relations programs in order to educate parents, teachers, school administrators and the general public in the needs and objectives of art education. Placed a collection of films on art in the Audio-Visual Department for use in workshops. Held 35 workshops in art for elementary school teachers.

Music.—Continued services of a full-time music supervisor. Distributed a music guide for Arkansas elementary schools as well as other useful materials; namely, *Music Material and Equipment*, *School Music Program Evaluation*, *Suggested Criteria for Selecting Music Books*, and an *Outline for Curriculum Development in Music Education*. Developed a personnel directory of Arkansas music educators. Carried out the production of a quarterly Arkansas State Department of Education music publication entitled *The Music Score*.

Physical Education.—Continued services of two supervisors of Health and Physical Education. Improved the professional library on health and physical education. Continued work with the Lifetime Sports Clinic. Distributed an elementary physical education guide. Assisted local school districts with in-service workshops in health and physical education.

Mathematics.—Completed and published a booklet entitled, *General Mathematics Guidelines for the Secondary Schools of Arkansas*, in cooperation with the Arkansas Council of Teachers of Mathematics. Worked with a committee of the Council in the writing and planning of a booklet on twelfth grade mathematics programs. Worked with the ACTM in publishing two newsletters and a bulletin, and in promotion of two statewide workshops. Provided consultative services and carried out speaking engagements at 15 meetings involving more than 1,200 persons.

Foreign Language.—Continued writing and issuing a quarterly *Newsletter* which was sent to all teachers in the State, directors

of instruction, members of the State Advisory Committee, and State supervisors in all States. Helped formulate certification changes submitted by the State Advisory Council on Foreign Language Teaching. Co-sponsored six district meetings and two State meetings involving some 400 foreign language teachers. Conducted surveys on foreign language teaching and cooperated with the University of Arkansas in doing research. The State Foreign Language Supervisor attended the National State Supervisors of Foreign Language meeting and the meeting of the American Council on the Teaching of Foreign Languages. Supplied teaching films on foreign languages to colleges for use in methods classes and in workshops.

California

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—California Department of Education.

Funds expended or obligated.—\$1,699,999.

Staff engaged, by number of positions.—41.3 professional; 34.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	24
10,000 to 24,999.....	77
5,000 to 9,999.....	99
2,500 to 4,999.....	113
Under 2,500	825
Total.....	1,138

Project:

Administration

The Division of Departmental Administration has provided increased support to the State Board of Education through more clerical services, consultant funding, and the addition of a student representative to serve on the Board, probably the first instance of its kind in the country. Support has been given

to the continuing reorganization of the department, a process largely aided in previous years by Title V funds. Additional personnel in the fiscal, personnel, and publications offices have been valuable, even though their impact on student learning at the local level is not easy to document. A comprehensive data-gathering, storing, and retrieval system is continuing to develop so that the data to guide administrative decisions is available, valid, timely, and appropriate. The department's inservice training program has been upgraded. In the area of teacher certification, workshops have been held to train evaluative teams which assess the quality of college-level teacher training programs. A program for determining basic skills proficiency of teachers receiving their first certificates has been inaugurated.

Instruction

In the Division of Instruction, exclusive of the section for vocational education, a wide range of instructional planning has been continued: more effective methods are sought for students (young and adult) who have "foreign" language handicaps; an advisory committee on adult education to the State Board has been extended; a large program for providing supervisory services for critical subjects has been maintained; instructional television continues to expand; curriculum frameworks in English, science, social sciences, economics, conservation, foreign languages, arts and humanities, health and physical education are reaching a developmental point where they may become long-range policy guides for the adoption of textbooks, for the training of teachers, for the evaluation of the quality of instruction, and for the installation of quality-accountable local programs of instruction. In addition, the advanced placement program continues to improve; reading workshops, inservice training models, and continuation education receive emphasis. The assessment of the quality of instruction is not being overlooked: tests are being developed to be used with students whose native language is other than English, the mandated statewide testing program re-

sults are under analysis, and increasing attention is being given to including valid information in local curriculums of the roles that ethnic minorities have played in the development of our country.

Public School Administration

In the Division of Public School Administration, services in improved school business administrative practices and in the supervision of school transportation continue to improve local district procedures; reporting and statistical services are becoming more systematized, making appropriate data available on the conditions in schools so that proper legal and administrative action can be taken as necessary; an augmented school-house planning service continues to assist local and State officials; a study of school building aid practices and needs will result in legislation to be proposed in early 1970, making somewhat critical changes in this complex process.

Special Schools and Services

In the Division of Special Schools and Services, curriculum development and evaluation of programs for mentally gifted students continue to produce results; a publication which summarizes State laws and regulations for the education and health services for exceptional children will undoubtedly be of benefit to local programs; services for blind and multiple handicapped children in State hospitals are in the process of development and improvement.

Colorado

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—Colorado State Department of Education.

Funds expended or obligated.—\$482,275 (includes \$115,894 of State funds).

Staff engaged, by number of positions.—22.2 professional; 14.7 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	4
10,000 to 24,999.....	7
5,000 to 9,999.....	8
2,500 to 4,999.....	15
Under 2,500	147
Total.....	181

Project:

Study, Planning, and Developing State Education Programs

Continued the position of an Assistant Commissioner to direct an Office of Planning Services. Continued the position of a Division Director to work with the State's metropolitan district superintendents better to meet the special educational needs of urbanization. Hired a consultant in planning services to implement the department's procedures for reviewing plans and for developing a comprehensive long-range plan of operations. Carried out formal review procedures for processing and coordinating all major plans of the department. Professional personnel directly participated in the development of the department's five-year plan of operations. Provided leadership in the planning activities of the Denver Area Superintendent's Council which represents 14 metropolitan school districts. Held a conference on the views of youth where students from throughout the State came together to discuss their concepts of more relevant education.

Improvement of General Administration and Data Processing Capability

Expanded and improved business management and data processing procedures. Revised internal administrative procedures in the areas of accounting, personnel, and purchasing. Initiated a sophisticated automatic data processing system. Expanded the automated Certificated Personnel System and the District Financial System to provide greater flexibility as well as additional data. Automated a method of identifying potential pupil dropouts together with the Annual Statistical Report of ESEA Title I. Developed a forms control program for school district informa-

tion documents. This program helped to eliminate items on the forms and provided common formats making it easier to complete forms. Accelerated systems work on all automatic data processing programs.

Improvement of State Department Operated Programs and Services

Expanded and improved publication services and legislative liaison and information services. Hired a staff member for a continued position in publications (public information). Distributed *Education Colorado*, the department's major publication, to more than 33,000 public school teachers, administrators, and interested citizens. Hired a staff member for a new position in legislative liaison and information services.

Developing Competencies of State Department Agency Personnel

Made approximately 25 inservice visitations to out-of-State exemplary projects. Contracted with specialists to carry out inservice training through consultations and work sessions. Held a three-day conference devoted to student, parent, school personnel, department personnel, and legislative interaction; 90 percent of the department personnel participated. Held extensive inservice training in long-range planning and assessment.

Leadership and Consultant Services to Local Education Agencies for the Improvement of Instruction

Continued to provide specialist-consultant services to school districts in mathematics, natural science, modern foreign languages, language arts, industrial arts, social studies, health and physical education, instructional media, and programs for gifted and creative children. Specific activities (at local, regional, and State levels) included consultation with school personnel, workshops, development of local inservice activities, development of program guides and instructional materials, assistance in the development of pilot programs, encouragement of interagency cooperation, advice to lay and professional organizations concerned with education, and

dissemination of information pertaining to instructional improvement in the designated subject areas.

Leadership and Consultant Services to Local Education Agencies for the Improvement of Administration

Increased the number of organized boards of cooperative services from 12 (serving 99 school districts) to 16 (serving 125 school districts). Conducted a series of area inservice workshops for school board members and school administrators. Conducted a statewide conference on boards of cooperative services. Increased educational opportunities for 25,000 students through shared service programs.

Connecticut

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State education agency.—Connecticut State Department of Education.

Funds expended or obligated.—\$367,637.

Staff engaged, by number of positions.—14 professional; 17 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	14
5,000 to 9,999.....	23
2,500 to 4,999.....	31
Under 2,500	110
Total.....	179

Project:

Strengthening Internal Management Capabilities

The Office of Departmental Planning has initiated and continued a number of rather vital planning activities. Increased involvement with the State Planning Council is evidenced by its efforts relating to the Community Development Action Plans under-

taken by the Department of Community Affairs with the various State agencies. This activity provided the mechanism to enable all people in the State to work more closely toward common, overall goals as changes in agency relationships occur with both local units and other State agencies.

The planning activities involved examining the departmental goals and relating current operational objectives to these purposes. The extensive work has provided the basis for the Department of Finance and Control to make a commitment to proceed with planning-programming-budgeting systems. Staff inservice training included various phases of computer science that provided the sophistication to develop a simulation model of the technical colleges by providing information for decisionmaking. The Rank Order Instrument was developed as an aid in analyzing project proposals submitted to the agency under EPDA, Part B-2. Further utilization of the computer in setting up a monitoring and assessment program for EPDA projects will also have wide implications for other programs, State and Federal, within the department.

Staff capability was improved by the technical assistance available to the consultants through such instruments and techniques as sound slides, recordings, chart and graph preparation, and videotapes; consultants were assisted in and through the use of all types of educational media.

Expanding Service to Local Educational Agencies

The work of the department has involved a larger number of consultants who have familiarized themselves with the processes and the conditions in the communities relating to teacher-board negotiations. Attempts were made to measure the development of contracting and negotiations by the local boards of education with particular reference to administrative and supervisory personnel.

The Gifted Child in Connecticut: Practical Suggestions for Program Development—1969 was the second such publication of the department. Programing for gifted and tal-

ented pupils was expanded by an additional twenty local district programs. Teacher training was expanded in three State universities and colleges. This strengthened the agency's position to suggest new and expanded programing at the district level with a cadre of teachers trained to staff the growth of such programing throughout the State.

The Library Media Center was expanded by the acquisition of 5,383 ERIC microfiche documents.

Increased cooperation between the State Department of Education and local school systems has resulted in efforts toward program evaluation. Institutes focused on defining instructional outcomes in behavioral terms as they relate to the teaching and learning processes. Attention also centered on the evaluation of the extent of achievement of the desired outcomes in the disciplines.

The expansion and improvement of supervisory and related activities resulted in curriculum improvement workshops and conferences for new administrators, for elementary and secondary curriculum coordinators, for special subject teachers and prospective teachers. Two major curriculum development activities culminated this year with the publication *Challenges to Meet the K-12 Language Arts Guideline* and the printing of *Teach Us What We Want to Know*, the study of health interests and concerns of children. Experimental materials have been developed in art and music for use with disadvantaged students and for students from special minority groups. Bulletin materials on computer-assisted instruction and middle school have been developed and disseminated.

Delaware

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Delaware State Department of Public Instruction.

Funds expended or obligated.—\$259,503.

Staff engaged, by number of positions.—19 professional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	5
2,500 to 4,999.....	6
Under 2,500	35
Total.....	48

Project:

Strengthening Internal Management Capabilities

Three projects were designed to reinforce the internal management capabilities of the State Department of Public Instruction. The Office of the State Superintendent was strengthened by the addition of staff persons to conduct activities in two areas. A deputy superintendent and an administrative assistant in the immediate office of the State Superintendent made possible the presentation of a detailed legislative package, showing the rationale for the legislation and including draft legislation. The task of collecting, screening, and codifying the policy statements of the department and the State Board of Education over the past 50 years has been started. As a result of new staff persons for dissemination of information and for graphic and visual arts, the department won honorable mention in the Publications Award Competition of *School Management* magazine for the narrative section of the Superintendent's *Annual Report*. Financial planning and operation were strengthened through supporting services to the Assistant Superintendent of Administrative Services. Research and statistical services were expanded by means of the *Superintendent's Annual Statistical Report* and a periodic newsletter. Studies were conducted and reports prepared, including the *Teacher Supply and Demand Study*, the *Educational Personnel Mobility Report*, the *Nonpublic School Research Survey*, and a study of public school personnel.

Expanding SEA Services to Local Educational Agencies

The activities of the Supervisor of Reading have led to recognition of the Department of Public Instruction as an agent of change, assistance, and improvement. An increase in the number of local reading supervisors is one result of State effort. Through another project, supervisors of subject areas previously supported through NDEA Title III provided leadership and services in curriculum revision, program development, and in-service education. Curriculum guides in English, industrial arts, and archeology were completed, and a study was conducted on the status of science teaching in Delaware. Seminars to improve techniques for teaching English and foreign languages were sponsored. In addition, the supervisors of mathematics and social studies assisted in the development of programs transmitted over the statewide Educational Television Network.

District of Columbia

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—District of Columbia.

Funds expended or obligated.—\$273,711.

Staff engaged, by number of positions.—7 professional; 12 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1

Project:

Title V, Section 503 funds were expended to improve personnel management, school plant facilities, supervisory services, and data processing.

Georgia

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Georgia State Department of Education.

Funds expended or obligated.—\$626,837.

Staff engaged, by number of positions.—35 professional; 26 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	8
10,000 to 24,999.....	5
5,000 to 9,999.....	25
2,500 to 4,999.....	63
Under 2,500	93
Total.....	194

Project:

Expansion and Improvement of State Agency Planning, Research and Evaluation

Development under this project has been the completion of the organization of the Division of Planning, Research and Evaluation and the staffing of the unit. The Office of Deputy Superintendent has been expanded by the addition of an employee who has primary responsibility for maintaining records of the State Board of Education and for providing members of the State Board with information preliminary to its monthly meetings. Maintains the official minutes of the State Board of Education and handles documents relative to appeals of the State Board.

Strengthening the Internal Administration of the Department of Education

Made intensive effort to establish a system of records management and retention to include microfilming, file design, and storage of records.

Developed and published administrative procedures and policies.

Expanded the use of data processing procedures for handling and updating records for mass changes in employment status of

personnel and for revision of the classification and compensation plan.

Conducted extensive recruitment program for clerical and stenographic personnel. Revised and updated Employees Handbook.

One professional employee was authorized full-time educational leave to pursue graduate work. Sixteen staff members were granted financial assistance to pursue graduate or undergraduate work.

Continued to improve fund controls and cash management of Federal programs.

Undertook further development of a total public information system for the agency.

Improvement and Expansion of Consultative Aid to Local Education Agencies

Technical and consultative assistance to local education agencies in: Music, Language Arts, Foreign Languages, Teaching Media, Mathematics, Science, Social Studies, and Psychological Services.

Conducted a financial review of local education agencies.

Expanded services to LEAs in the development of School Standards Improvement of School Lunch Program through improved communication.

Hawaii

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—State of Hawaii, Department of Education.

Funds expended or obligated.—\$281,390.

Staff engaged, by number of positions.—11 professional; 4 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
Total.....	1

Project:

Planning

Program support for the completion of the Master Plan for Public Education in Hawaii, a 15-year program projection. Additional planning and development activities supported were:

Classification and Compensation Plan;
Pilot management training program;
Pre-retirement counseling program;
Updating Personnel Section of the School Code;
Instructional planning, programing, and budgeting systems;
State Foundation Program.

Idaho

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Idaho State Department of Education.

Funds expended or obligated.—\$252,955.

Staff engaged, by number of positions.—10.67 professional; 8.25 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	3
2,500 to 4,999.....	13
Under 2,500	98
Total	116

Project:

General Administration

Provided funds for an administrative assistant to work with the program of Neighborhood Youth Corps, Education Professions Development Act, and the internal activities of the department. Purchased equipment for the production of information, forms, and the dissemination of information for all Federal and State programs.

Business Management, Data Processing, and Statistics

Adopted and conformed to Handbook II, U.S. Office of Education, for school district accounting and reporting. This resulted in greater uniformity of reports and adaptability to data processing. Developed financial summary of individual school districts, with statewide totals. Increased and refined data on school district professional personnel. Defined more accurately information on school district building needs. Explored further school district reorganization. Continued data processing activities. Assisted local educational agencies in the improvement of accounting methods, procedures, and practices. Initiated the implementation of a statewide educational information system on a cooperative basis with a Title III, ESEA project.

Information

Improved and expanded the public information program of the department. Made regular news releases to daily and weekly newspapers throughout the State. Established a liaison with television media of news releases in conjunction with the legislature. Reviewed and edited printed materials commercially bid prior to final production.

Professional Leave

Provided leave for seven staff members to continue their graduate studies.

Planning

Arranged for information needed for presentation to the Legislature and for inservice training of department personnel to utilize needs information available from various projected activities.

Music

Carried out visitations and inservice training. Prepared a new music guide. Organized music workshops for three regional teacher conferences.

English and Reading

Continued to provide local school districts with copies of the *Idaho Curriculum Guide*

for English, K-12 and Reading Program for Idaho Elementary Schools, Grades 1-6. Assisted in planning and presenting Idaho State Language Arts Conference. Coordinated regional poetry conferences. Prepared in cooperation with the Idaho Council of Teachers of English and the Idaho Reading Councils a quarterly reading-English newsletter. These were distributed to all elementary and secondary teachers of reading and English and to all elementary and secondary school administrators.

Foreign Language

Visited every foreign language teacher in the State and conducted conferences with the teachers and administrators in each school. Prepared a quarterly newsletter which was distributed to teachers and administrators to keep them abreast of the happenings of foreign language, available fellowships, and the news concerning the State and national associations. Assisted in the planning and presentation of the State Foreign Language Conference. Assisted in the planning and promotion of foreign language camps held during the summer.

Mathematics

With the assistance of a committee, prepared a mathematics curriculum guide for grades one through twelve. In cooperation with the Northwest Regional Educational Laboratory, coordinated a television course entitled *Patterns in Arithmetic* in three rural elementary schools. Assisted in planning and presenting the fall conference for the Idaho Council of Teachers of Mathematics. Participated in activities sponsored by the State, regional, and national mathematics associations.

Natural Science

Coordinated programs sponsored by the National Science Foundation in the institutions of higher learning to retain teachers in new curriculum studies in science. Institutes were held in earth science, physical science, physics, and biology. Coordinated the efforts of the Advisory Committee on En-

vironmental Education in continuing workshops for teachers and conservation education tours for students. Assisted in the planning and presentation of the fall teachers conference for the Idaho Science Teachers Association. Published the ISTA Bulletin and distributed copies to all Idaho science teachers and administrators.

Certification

Reduced the time to evaluate and process a teacher's application for a certificate. Revised and reprinted the Certification Manual with major additions. Developed and improved teacher certificate application forms. Made available field consultative services in teacher certification to local school districts. Carried on further development of approved teacher education programs at State colleges in order to allow participation by Idaho in the Interstate Certification Compact. Briefs were prepared for presentation to the State Board of Education for 169 Idaho teachers who had requested certification requirement waivers. Teacher applications that were not complete were reviewed monthly and notifications sent out reminding applicants of deficiencies.

Illinois

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—State of Illinois, Office of the Superintendent of Public Instruction.

Funds expended or obligated.—\$899,905.

Staff engaged, by number of positions.—39 professional; 28 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	16
5,000 to 9,999.....	42
2,500 to 4,999.....	107
Under 2,500.....	1,124
Total.....	1,292

Project:

State Agency Program and Organizational Planning and Development

Project 1 funds maintained the State agency administrative leadership developed in recent years with Title V funding. Highlights of past-year concentrations and accomplishments include: (1) completion of self-analysis study of State agency and establishment of committee to implement recommendations, (2) initiation and completion of needs assessment program, (3) formulation of policies and program for the distribution of Section 503(14) funds, (4) automatization of internal accounting procedures, (5) development of communications network to publicize Dropout Prevention Program and establishment of Title VIII committee for application review, (6) study of current issues in feasibility of school consolidation, and (7) improvement of teacher education programs through visitation and constructive criticism. The self-analysis study's contribution resides in the knowledge and attitudes accruing to the participants. The needs assessment program, identifying critical educational needs, contributed to the agency's planning efficiency. The small grants program provided new areas of service to the LEA. Automated accounting procedures effect greater efficiency and accuracy in reporting financial data. The Dropout Prevention Program added another dimension to the State's advisory and consultant services. Information from research studies enables the office to demonstrate leadership position in confronting issues and provides baseline data necessary for decisionmaking. Improvements in dissemination of teacher certification information overcomes to some extent previous problems.

Improvement of Statistical Services

Funds from this project have enabled the Department of Statistics to replace equipment with a more sophisticated configuration which has made it possible to add all internal accounting and driver training claims and certificates as well as to maintain our many other services. This implementation of pro-

viding all internal accounting for all Federal and State programs under this project has been one of the most significant improvements ever made in accounting in this Office. It would have been impossible to achieve without the Federal assistance received. The same would be true of the processing of driver education claims and certificates. This is all in addition to our regular services.

Educational Information-Data Center

Developed a system for fiscal internal accounting for all State and Federal funds in the Office of the Superintendent of Public Instruction. Expanded systems, programing, and computer services to Driver Education, Instructional Materials Center, and Department of Educational Research. Initiated systems development for (1) implementing a revised Certificated Personnel Information System, (2) automating the issuance of Illinois scholarships, and (3) automating the instructional television videotape library. The computer center which was provided with the necessary personnel and equipment was able to be especially accurate, timely, and productive of the required volume.

Library Center Development

The professional library was established to serve the OSPI professional staff with reference materials for background information for speeches, reports, and articles. Materials on temporary loan or purchased are made available to the professional staff for perusal and examination to keep up with new publications and progress in the education field. An organized collection of pamphlets, NEA and USOE publications, magazines, and other materials further expanded the collection of books and audiovisual materials available. More detailed cataloging was developed for pamphlet materials.

Leadership, Consultative, and Technical Service Planning and Development

The State agency took the leadership in developing a statewide cooperative education structure involving professors of education administration, members of the Illinois Asso-

ciation of School Boards, the State Department of Vocational Education, the State agency, and county and local school superintendents for the purpose of helping school administrators make effective, perspective, and viable decisions. This inservice structure significantly strengthened the leadership role of the State agency by providing means for seminars, drive-in conferences, and workshops dealing with the problems and issues facing the local school district superintendent in each of the six regions of the State.

Emphasis has been to provide leadership and service to teachers and administrators in terms of instruction and curriculum design and to stimulate local action in innovative instructional programs and techniques. The specialists serve the entire State by (1) visiting and evaluating school programs in their respective fields, (2) developing instructional materials, (3) organizing and participating in inservice programs, (4) participating in professional meetings and institutes at local, district, regional, and State levels, and (5) counseling with school administrators and other school personnel and lay people.

Special Cultural Programs and Services

A second exhibit, "250 Years of American Art," was developed for the Art Mobile. The collection was lent to the State by seven major galleries in the country. A filmstrip, manual, and brochure were developed and sent to schools prior to the arrival of the unit. The unit toured in 20 counties and was visited by more than 30,000 children and 5,000 adults. Five different kinds of workshops were developed and presented for teachers in sixty different school districts.

Leadership, Consultative, and Technical Services of Title III, NDEA Staff

The staff maintained under the auspices of Title III, NDEA, since 1958 has provided leadership and consultative services in the form of counsel in the acquisition of equipment, materials, and minor remodeling; assistance in improving all aspects of instruction in the critical subject areas; help in

articulating elementary, junior, and senior high school programs; aid to faculty committees in curriculum revision; cooperation with regional directors in evaluation of school districts; preparation of teacher handbooks, workshop manuals, curriculum bulletins, and dissemination of information relative to critical subject matter areas; and inservice teacher training through a series of workshops.

Competency Development Program for State Staff

The Competency Development Program has made major strides in enhancing the contribution made by our professional people and the supporting staff to local school agencies and to the State educational agency by holding workshops which increased efficiency and competency of the participants.

Indiana

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—State of Indiana, State Department of Public Instruction.

Funds expended or obligated.—\$438,886.

Staff engaged, by number of positions.—22.1 professional; 15.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	5
10,000 to 24,999.....	15
5,000 to 9,999.....	24
2,500 to 4,999.....	59
Under 2,500	244
Total.....	347

Project:

State Agency Study, Planning and Information Services

A middle management planning position was created and several advisory/study groups were formed or continued to function

in every major area of the State's elementary-secondary educational program including both SEA and LEA activities. A public information office was expanded to improve SEA activities with respect to dissemination of educational information.

The planning position incumbent was very effective in coordinating planning activities at the SEA level and in planning workshops which best utilized the human resources of the SEA. All activities under this project enhanced the role of the SEA and effectively demonstrated that those persons and groups involved in and/or interested in education could look to the SEA for leadership.

Internal Administration

A Deputy State Superintendent position was continued as the chief assistant administrative position within the SEA. The incumbent relieved the CSSO of much administrative detail and allowed the CSSO to spend more time on major administrative matters and policy decisions.

The professional library with a library clerk was continued as a resource center and service for departmental personnel.

A graphic arts supervisory position was continued to supervise and coordinate activities in the departmental printing section.

Educational Information and Research

This project was designed to strengthen educational research and data processing activities by the SEA and to coordinate communication and information flow from LEAs. This involved continuation of a position for a research director as well as two programmer positions. Under this project, reporting forms were updated to meet current needs, a system survey of the research needs was conducted, workshops were held with LEAs, EDP programs were updated, and research data were compiled and disseminated.

School Finance

Activities under this project have included continuation of field consultant positions to provide services and assistance to LEAs in

every aspect of school finance, budgeting, accounting, and reporting. The incumbents have made many onsite visits to work with LEA superintendents and school board members as well as planned and held workshops directed to school business management programs.

Improvement of Teacher Education and Certification

This project was designed to strengthen teacher certification and teacher training and recruitment activities by SEA. A professional staff member was funded to assist in internal administrative matters of judgment and evaluation related to teacher certification, and a professional staff member was funded to coordinate teacher training programs at the State colleges and universities and to implement teacher recruitment programs.

Improvement of Instructional and Curriculum Program

This project is designed to strengthen SEA leadership in curriculum and instructional services. Eight positions funded hereunder form the nucleus of the Division of Curriculum. The division has planned and conducted many inservice training programs for LEAs, it has assisted in evaluating LEA programs, it has directed advisory groups in the development of curriculum guides, it has assisted in developing pilot programs designed to demonstrate innovative instructional techniques and methods, and it has vigorously pursued a course of continued expansion and improvement in instructional programs within the State. The significance of this project is reflected in the fact that it represents 40 percent of the expenditures under Title V for FY 1969, not including LEA flow-through funds.

Schoolhouse Planning

This project was designed to strengthen SEA leadership services in schoolhouse planning by providing consultative services to assist LEAs in development of plans and programs for meeting physical facilities needs. This has included funding for staff positions

to function as onsite consultants planning all aspects of school construction.

School Traffic Safety and Transportation

This project is designed to strengthen SEA leadership in the pupil transportation field. A staff position was provided to supply consultative services to LEAs and to plan and conduct safety meetings and workshops. One of the major activities involved dissemination of safety bulletins, intended to encourage safety practices and the use of safety devices.

Supporting NDEA Title III Activities

This project was designed to supplement and strengthen the NDEA Title III administrative program of the SEA. With the cut-back in the NDEA administrative grant two years ago, the SEA used this technique to keep the program at its then current level. Activities included assistance in SEA activities of administering the program. This project supported approximately 9 percent of the total cost of the program and would be reduced to that extent in the absence of Title V funding.

Strengthening Data Processing Activities

This project was designed to fund the kinds of activities formerly funded under NDEA Title X. Essentially, these included the basic data processing functions—input, processing, and output—to strengthen the SEA's internal services in providing data vital to State aid programs and other data services. This project supported 50 percent of the total cost of these activities and would be reduced to the extent of the Title V funds if they were not available.

Iowa

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—State of Iowa, Department of Public Instruction.

Funds expended or obligated.—\$407,518.

Staff engaged, by number of positions.—18

professional; 12 nonprofessional.
School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	5
5,000 to 9,999.....	14
2,500 to 4,999.....	18
Under 2,500	417
Total.....	455

Project:

The Iowa Plan for Strengthening the State Educational Agency

The use of Federal funds expanded the scope and improved the effectiveness of the department in its leadership role by contributing to travel funds for members of State Board of Public Instruction and for school superintendents representing 16 regions of the State; use of personnel to lead inservice meetings for teachers; planning, development, and evaluation services to the State legislature and educational officials and leaders; strengthening administration of the work of the staff; renting data processing equipment; and furthering development of the department's library and educational media section for service within the department and throughout the State.

In addition to funds already provided by the State of Iowa, Federal funds made it possible to continue to employ a planning and development staff, to strengthen internal services, to provide associate superintendents for each major branch of the department, and to retain consultants to serve in each of the management function areas in which the department has responsibilities.

Data collection and processing, instructional and administrative services to local education agencies, and dissemination of educational news and information were strengthened by the Federal funds provided under this project.

Kansas

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—State of Kansas, State Department of Public Instruction.
Funds expended or obligated.—\$372,555.
Staff engaged, by number of positions.—20.0 professional; 16.8 nonprofessional.
School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	2
5,000 to 9,999.....	8
2,500 to 4,999.....	21
Under 2,500	297
Total.....	330

Project:

Statistical and Data Processing Services

School organization reports have been revised, using a standard code; information on school finance, budgeting, budget limit appeals, and reporting has been presented to school officials through two seminars, a series of workshops, and several conferences; publications of statistical information have been increased to include two supplements of selected school statistics; teacher data have been readied for computer processing; much information has been processed and made available to committees of the legislature, educational organizations, and other groups interested in legislative measures relating to education; and much of the information collected through the annual school organization report that was formerly hand-processed is now provided through data processing; personnel assistance given school officials in preparing budgets and in submitting applications to the Board of Budget Review for increasing the budget limitation has expedited the handling of appeals as well as reduced sharply the number of rejections; and considerable progress has been made toward a

taped historical data file for all teacher personnel.

State School Finance

A well organized and carefully managed program of field auditing has been provided to include new Federal-State programs operated under authority of Titles I, II, III, and V of Public Law 89-10.

General Administration

Services, such as those in the areas of legal assistance, publications, public relations, pupil transportation, department personnel, and some opportunities for inservice education, have proved valuable in providing information and leadership to local school districts and in the internal operation of the department of education.

Teacher Certification

Certification specialists and clerical workers have assisted in the issuance of new or renewal teacher certificates as well as updated the teacher historical records for transfer to computer tape. Teacher supply-demand studies have been made for 1969. The consultant for teacher education has continued with field work, especially in student practice teaching.

The teacher data bank on computer tape assists in the application of the school foundation finance program, in the accreditation of schools, and in providing statistical data for a variety of purposes. Teacher education regulations have been developed and approved by the State Board.

Elementary and Secondary School Accreditation

Comprehensive school evaluations were conducted for 38 high schools and four junior high schools. Approximately 1,000 schools have been visited by accreditation field consultants during the 1968-69 school term. This contributed greatly to the effectiveness of the State department of education in upgrading the quality of Kansas schools. Accreditation handbooks and evaluation guides have served as effective instruments in school improve-

ment in local districts. Field testing has been in progress for the newly developed elementary school evaluation guide.

School Curriculum Improvement

Normal activities which involved staff members of all curriculum areas have been continued, such as: art, music, industrial arts, social studies, English, mathematics, and instructional media. Nine curriculum conferences were held during the year. Also a series of art exhibits were provided which used selected works from various schools throughout Kansas. "Young Audiences" programs have been made available through the efforts of the music consultant to the participating schools. The department's services in school curriculum have been greatly increased through the leadership provided by this project.

Kentucky

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Kentucky State Department of Education.

Funds expended or obligated.—\$475,004.

Staff engaged, by number of positions.—23 professionals; 23.4 nonprofessionals.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	2
5,000 to 9,999.....	25
2,500 to 4,999.....	52
Under 2,500	114
Total.....	196

Project:

Strengthening Division of Elementary and Secondary Education

This project provided leadership in conservation education, driver education, elementary libraries, and reading; expanded

services in areas of elementary supervision, health and physical education, science, and high school libraries; explored new organizational arrangements for supervisory services in grades K-4, 5-8, and 9-12; and emphasized consultative services for local inservice programs and for projects dealing with disadvantaged children.

Strengthening Programs and Services in Bureau of Administration and Finance

The project assisted local education agencies in property accounting and improvement of janitorial services; conducted summer training programs in school bus driving, surveyed schoolbus systems, supervised an audiovisual library on schoolbus safety, and processed accident reports for computer analysis; expanded statistical services; continued Title X NDEA programs; planned administrative surveys; revised a facilities survey system; and provided technical assistance in insurance, statistical methods, and purchasing. In addition the project analyzed State financing for new school construction and assisted in program budgeting; expanded computer services (developed a data bank in five subsystems and completed a staff subsystem); developed a computerized system of test scoring; planned the secondary-teacher-assignment report; and computerized transportation calculation by districts.

Strengthening Programs in Division of Pupil Personnel Attendance and Accounting

The project studied the cooperative State and local plan and prepared for intensive field testing; established model attendance programs and developed patterns for attendance audits and school social work; conferred with higher education staff and related State education department personnel on training of school social workers.

Strengthening Departmental Internal Administration and Supporting Services

An archive storage system was implemented for personnel management. A professional staff member was placed in charge of the administration of service and supply

functions. Legal services were provided to local agencies and assisted in developing legislative services. Publications were improved through the added services of a graphic artist and a photographer. Full ERIC service was added improving the professional library. The project assisted State department offices in research and development projects, including the development and use of the ERIC system by the entire staff.

Louisiana

**ANNUAL REPORT UNDER TITLE V, SECTION 503
EXCLUSIVE OF SECTION 603 (14), FUND,
FISCAL YEAR 1969**

State educational agency.—Louisiana State Department of Education.

Funds expended or obligated.—\$443,860.

Staff engaged, by number of positions.—19 professional; 27 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	6
10,000 to 24,999.....	14
5,000 to 9,999.....	25
2,500 to 4,999.....	19
Under 2,500	2
Total.....	66

Project:

Strengthening and Improving Administration and Supervision in the Louisiana State Department of Education

Carried out activities to improve general administration; namely, activities dealing with budget, purchasing, custodial workers, graphic arts, and information services. Continued consultative and technical services in the areas of art, music, foreign language, social studies, mathematics, science, health and safety, and driver education, special education, audiovisual education, and pupil transportation. A mathematics supervisor was employed; the Louisiana Mathematics Advisory

Council created; developed and improved a mathematics curriculum. Printing equipment was purchased and installed and upgraded and expanded. Personnel was employed in administration and research services and the Louisiana School Directory was expanded and improved.

Published *The Employee's Handbook*, a revision of the *Home Economics Manual*, a revision of *Louisiana Standards for State Certification of School Personnel*, and reprints of the *Kindergarten Guidebook*.

The number of local school systems participating in the school accident reporting program increased and three regional safety conferences were conducted.

Improvements were made in evaluation and supervision in the area of vocational education. Local advisory committees increased their involvement in providing consultative services for vocational programs. The vocational education staff was expanded and more employers were involved in the work-experience programs. The study of health occupations was incorporated into the secondary curriculum. Substantial gains were made in the redirection toward prevocational programs for students, facilitating more effective guidance counseling.

Maine

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Maine State Department of Education.

Funds expended or obligated.—\$895,627.

Staff engaged, by number of positions.—21 professional; 15 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	1
5,000 to 9,999.....	4
2,500 to 4,999.....	16
Under 2,500	254
Total.....	275

Project:

Strengthening Internal Management Capabilities

Of the eight 503 projects funded in Maine in fiscal year 1969, four are concerned with internal management functions and four with service to local education agencies. The internal management activities emphasize program administration, dissemination, management information systems, and personnel management. Professional staff was employed to strengthen Federal program administration and maintain liaison with the Maine congressional delegation. A system for collecting basic administrative data is being developed and a duplication center has aided the staff in the preparation of new material. The competencies of professional and nonprofessional staff have been upgraded through the provision of opportunities for advanced study and inservice training.

Expanding SEA Services to Local Educational Agencies

In services to local education agencies, activities under Title V have emphasized curriculum development and adaptation, and teacher training and inservice education. Professional staff employed under these projects has made it possible to provide consultative and technical assistance to local education agencies for early childhood education, art and music programs, modern foreign languages, science and mathematics, English, reading, and social studies. Teacher certification services, including counseling, have also been expanded.

Maryland

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Maryland State Department of Education.

Funds expended or obligated.—\$523,839.

Staff engaged, by number of positions.—17 professional; 10 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	5
10,000 to 24,999.....	9
5,000 to 9,999.....	6
2,500 to 4,999.....	4
Under 2,500	0
Total.....	24

Project:

Progress in Staff Development and Inservice Education

The staff development program has consisted of three activities: tuition reimbursement, educational leave, and staff development workshops. Thirty-three staff members have completed 70 graduate courses this year, enrolled during both semester and summer sessions. Educational leave was granted to four staff members who completed most of the requirements for their doctorate degrees. Since 1966, 15 staff members have been granted leave for one semester or more; five have earned their doctorates.

The staff development program has grown from a 3½ day conference in 1966 to a comprehensive, year-long inservice education program. The staff was involved in a self-analysis study to identify changes needed to strengthen and improve the work of the department. Specific recommendations were made and a plan of action has been developed.

Improvement of Leadership and Consultant Service in Area of School Plant Facilities and School Library Service

Activities were designed to make the role expectations of building planners more consistent with those of the State Department; a statewide seminar was held for new superintendents and a statewide conference for principals. Education specialists helped to develop an innovative high school. Traveling seminars were conducted to Duluth, Minn.; Chicago and Cook County, Ill.; Jonesville,

Wis.; Clarksville, Tenn., and Wilmington, Del.

As an outgrowth of activities such as those listed above, the role expectation level of the local school system administrators was raised and simultaneously the role expectation level of the State department as perceived by the local system personnel was improved, relative to leadership in area of school plant facilities.

A task force has been named and given the responsibility of developing a plan for strengthening the State department's role in helping to provide school library services for grades 1-12.

Acquisition of materials for a resource center continues. The center is a clearing house for collecting and disseminating educational materials and ERIC abstracts and bibliographies.

Improvement and Expansion of Student Teaching Programs

With formal completion of the section 505 M-STEP project, this department has continued to encourage the expansion of the teacher education center concept which is having a significant impact on the improvement of teacher education.

One of the highlights of 1968-69 was the National Conference on "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching" (also a 505 special project). This program brought together leading decision-makers in education from the 50 States. A favorable impact of this project on teacher education is evident throughout Maryland schools.

The department has sponsored the development of a handbook on student teaching, containing guidelines and standards for student teaching.

Expansion and Improvement of Statistical Services

The Maryland Pupil Data System has been refined and readied for implementation by means of regional and other meetings with local school personnel.

Automatic data processing services have continued to expand with a number of new applications affecting all divisions of the department. Publication of the *Facts about Maryland Schools* continues. Expanded support in the area of statistical services has been offered by the division of research and development to all other divisions.

Development Activities

The supervisor of planning and development has been involved in developing a planning capability for the agency. A series of staff meetings and a major conference have been held to orient the staff to educational planning. A conference for local superintendents on issues facing them was held; also held was a conference for 500 lay citizens on involvement in educational decisionmaking. Development and coordination of agency's legislative program was part of this project.

The responsibilities for planning and evaluation were previously scattered throughout the department. The coordination of many such activities coming out of the Superintendent's office has resulted in a more effective overall effort.

This project is making it possible to provide consultation and assistance for the development of new education projects and programs within the department and for the local agencies. It provides technical assistance and advice for the writing of research projects; direction and coordination for the administration of Maryland's Quality Improvement Project (annual State support for small-scale research projects in LEAs); coordinating and planning activities for the Program Research Section of the Division of Research and Development.

Improvement and Expansion of Instructional Services

Regional coordination has been strengthened and expanded through the establishment of a coordinating council in each of the four regions. Under the leadership of the regional coordinator, each council meets monthly and affords continuous dialogue among admin-

istrative leaders of the local school systems and members of the State department concerning pertinent problems, ongoing projects, and unmet needs, preschool through adult education. Leadership has been exercised through the establishment of State task force groups, regional workshops, and the development of curriculum materials.

Massachusetts

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—State Department of Education.

Funds expended or obligated.—\$518,105.

Staff engaged, by number of positions.—43 professional; 42 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	15
5,000 to 9,999.....	41
2,500 to 4,999.....	58
Under 2,500	277
Total.....	394

Project:

Strengthening Internal Management Capabilities

Section 503 funds have been an integral part of the financial support for the State educational agency. The general development of informational and statistical services consumed more than half the funds expended. Staff and other resources developed through this project were utilized by the legislative branch. Regional education centers, financed in part from State funds, became more effective extensions of State agency services. A major leadership development through these centers was in the area of school district reorganization.

Expanding SEA Services to Local Educational Agencies

The expertise of subject matter specialists constituted a vital part of services to local school districts. The services of a kindergarten specialist became available for the first time. Curriculum development in several areas was closely related to supervisory services. Funds continued to support the drug-abuse unit serving all school districts in the Commonwealth. Assistance to local districts in the utilization of Federal and State aid to education was improved through training programs and consultant services.

Michigan

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Michigan State Department of Education.

Funds expended or obligated.—\$887,409.

Staff engaged, by number of positions.—31 professional; 38 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	5
10,000 to 24,999.....	27
5,000 to 9,999.....	55
2,500 to 4,999.....	110
Under 2,500	471
Total.....	668

Project:

Strengthen Executive Division (Expanded Policy Staff Services)

Activities carried out during the fiscal year under this project are: Coordination of State-Federal programs, management and program content, evaluation activities, information services, and personnel management support including recruiting and training. These necessary and beneficial services are now provided to the State agency, local education

agencies, the general public, and the State Legislature.

Strengthen Business Management (Expanded Services in Business Management)

Expanded activities carried out under this project have strengthened the overall business management capabilities of the department. Necessary materials and equipment have been made available through ESEA V funds. These activities have made possible increased and improved services in accounting, printing functions, and data processing areas.

Strengthen School Plant Planning (Expanded School Management Services)

Major activities carried out during the fiscal year under this project are (1) service to school districts in school plant planning and (2) consultant services in school lunch programs. The quality and quantity of services provided to local education agencies, the general public, the State agency, and the State Legislature have been increased due to ESEA V funds.

Strengthen Curriculum Services (Expanded Curriculum Consultant Services)

Increased staff which includes consultant services enabled the department to provide broader coverage in subject areas such as elementary education, secondary education, English, natural science, health and safety, and audiovisual instruction. Related inservice training is also provided in the utilization of instructional media and materials, as well as the subject areas above.

Strengthen Teacher Certification and Education (Expanded Teacher Education and Certification Services)

More efficient and expeditious certification of teachers and more efficient processing of related transactions have been made possible by receipt of ESEA V funds. Closer coordination with teacher education institutions is being maintained.

Strengthen Research and Planning (Strengthening Research Services)

ESEA V funds have provided greatly increased capabilities for program evaluation, analysis of statistical reports and other data, and preparation of special publications and reports.

Expanded Vocational Education Services

Activities carried on under this project are: Development of criteria for programs for individuals with special needs, identification of occupational fields in which programs can be developed, creation of guidelines for local administrators, and direction of liaison with local organizations involved in programs for handicapped persons.

Minnesota

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—State of Minnesota Department of Education.

Funds expended or obligated.—\$490,184.

Staff engaged, by number of positions.—23 professional; 15 nonprofessional.

School districts, served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	13
5,000 to 9,999.....	18
2,500 to 4,999.....	30
Under 2,500	1,029
Total.....	1,093

Project:

Administration, Planning, and Development

This project emphasized long-range and comprehensive planning efforts for the department. Efforts of the Title V staff were aimed at the coordination of federally funded programs within the department and the improvement of services to the local educational

agencies. Discussions were related directly to such programs as Title IV of the Civil Rights Act, Titles I, II, III, and VI of ESEA, vocational education programs, EPDA, and NDEA. The Title V staff also studied school district size and possible future reorganization.

Strengthening Administrative Services

Personnel in the information systems section has worked to implement the county-district-school (CDS) file, rehabilitation information management, personnel, and school lunch subsystems. In addition, reimbursement programs have been written for Title I. State aid simulation programs have also been written and tested.

The *Employee Handbook* was developed and printed during the year. It provided the staff with a written document concerning department policy regarding personnel. A booklet entitled *Your State Department of Education* was published, describing the history, organization, and functions of the department. The booklet is distributed to the general public.

A working knowledge of the mechanics of the "Foundation Aid" formula was gained through the development of the statistical services so that sounder decisions could be made as to which components of the formula should be adjusted as well as the priorities which should govern future adjustments.

The new cost system strengthened the department by providing the necessary management to get the maximum benefit from each dollar and providing the finance unit with information to make use of all funds available without overspending. It will prove useful in converting to the Program-Planning-Budgeting-System.

It has been possible to expand the data processing activity in the processing of teacher certification.

Legal assistance to the department staff and to the Board of Education has proven invaluable in the interpretation of technical questions related to new legislation, rules, and regulations.

Coordination of activities among the Fed-

eral, State, and local levels has improved relationships and assisted in strengthening of federally funded projects.

Supervision and Curriculum Development

The primary contributions of this project to the State department have been the extension of leadership capabilities and the opportunity to cooperate with teachers in curricular and instructional improvement.

Increased classroom visitations as well as a number of workshops, seminars, and conferences were made possible with the financial support from Title V.

Consultants in mathematics, science, foreign languages, reading, gifted children, and English attempted to provide a very necessary service to local school districts.

Mississippi

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Mississippi State Department of Education.

Funds expended or obligated.—\$499,211.

Staff engaged, by number of positions.—11.63 professional; 17.26 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	4
5,000 to 9,999.....	23
2,500 to 4,999.....	69
Under 2,500	52
Total.....	149

Project:

Improving Leadership, Administration Technical Field Services to Local Education Agency

Program functions covered by the project have been significantly strengthened:

- (1) Physical education—workshops and publications of handbooks and course guide.
- (2) Transportation—expanded consultative services to LEAs.
- (3) School Building—services provided by a consultant on custodial services.
- (4) Finance—provided improved field services.

Expansion and Improvement of Leadership, Consultative and Technical Assistance in Specialized Subject Areas to Local Education Agency

Increased consultative services to LEAs in elementary education, secondary education, music, English, language arts, reading, foreign languages, social science, mathematics, science, special education, library services, audiovisual education, and certification. Resource materials developed to aid the teachers in each area.

Collecting and Disseminating Educational Information and Improvement of Departmental Internal Services

Expanded and improved the data processing unit as well as the graphic arts department. Several new programs added to data processing unit.

Developing a Departmentwide Information Service

Established a public relations position to coordinate all public information activities carried out within the department and to expand information services to the public.

Missouri

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Missouri State Department of Education.

Funds expended or obligated.—\$499,211.

Staff engaged, by number of positions.—27.7 professional; 21.1 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	13
5,000 to 9,999.....	21
2,500 to 4,999.....	33
Under 2,500	618
Total.....	686

Project:

Improvement of Leadership, Consultative, and Technical Services

This project enabled the department to provide improved and expanded leadership, consultative, and technical assistance to local schools for the improvement of instruction and administration. Two general supervisors, a nutrition consultant, a business education supervisor (nonvocational), a director of health and safety, an industrial arts supervisor (nonvocational), consultants in NDEA critical subject areas of mathematics, science, foreign languages, social science, English, reading and audiovisual education; and an assistant director of school finance—all full-time professionals—were provided for this purpose. The personnel made consultative visits and program evaluations, conducted workshops, and provided many varied services to the local schools directed toward the improvement of instruction and administration. These professional personnel have provided added strength to local schools in areas not provided with adequate services in the past.

Improvement of Internal Supporting Services

A director of data processing, systems analysts, programmers, and expanded electronic data processing equipment provided the department with data processing capability. The department initiated several projects and continued to improve the comprehensive and compatible recording, collecting, analyzing, and interpreting of information. A director of school law under this project provided a full-time professional to assist

county and local public school officials, teachers, and patrons in matters pertaining to school law. A director of information services provided for the editing of the official publication of the department, *Missouri Schools*, the collection and indexing of information and the dissemination of information to the public and to the educational profession.

Funds in this project assisted the department with statistical activities (collecting, classifying, storing, and summarizing educational statistical data) previously carried out under NDEA, Title X.

Improvement of Administration

This project continued the services of a Deputy Commissioner of Education, a Coordinator of Public Law 89-10, and the necessary secretarial assistance. The appointment of the deputy assisted the Commissioner in performing the numerous and ever-increasing duties of the office, enabling the Commissioner to participate more in policymaking activities, liaison activities with other agencies, and statewide educational activities. The Coordinator of Public Law 89-10 assumed overall responsibility for the administration of the Elementary and Secondary Education Act programs and provided assistance to the Assistant Commissioner.

Montana

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Montana State Department of Public Instruction.

Funds expended or obligated.—\$244,165.

Staff engaged, by number of positions.—5.44 professional; 5.27 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	3
2,500 to 4,999.....	5
Under 2,500	748
Total.....	758

Project:**Leadership and Services Development Program**

Continued data services to local educational agencies. Strengthened State education agency's capacity for meeting data requirements of new scheduling in 42 school districts. Put into operation a new Public School State Equalization Aid System. Updated and completed improvements in data service for five other department programs. Implemented improved legal and legislative services. Established the positions of Program Development Specialist and Assistant Elementary School Supervisor. Improved staff competencies in reading and mathematics through staff development provisions. Conducted an interdistrict educational planning project, involving 12 Ravalli County school districts, to determine the needs for shared educational services.

ices and materials were provided staff members and local schools through a professional library, a graphic artist and expanded editorial and publications section; (b) comprehensive planning activities including the development of an improved data system designed to provide information needed to assess educational needs and to report improvement were continued. Utilizing both Title V and Title III funds, the information system, after pilot activities for the past two or three years, is reaching the implementation stage in the areas of teacher preparation and curriculum; (c) consultative services to schools were provided in the various curricular areas, including elementary and secondary education, English, foreign languages, social studies, health and physical education, school district organization, and pupil transportation; (d) consultative services and leadership were provided the teacher preparation institutions as they strove to improve the quality of their programs.

Nebraska**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Nebraska Department of Education.

Funds expended or obligated.—\$290,004.

Staff engaged, by number of positions.—14.5 professional; 14.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	0
5,000 to 9,999.....	5
2,500 to 4,999.....	9
Under 2,500	1,734
Total.....	1,750

Project:**Improvement of Effectiveness of State Department**

Major activities carried out during fiscal year 1969 include the following: (a) Serv-

Nevada**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Nevada State Department of Education.

Funds expended or obligated.—\$210,490.

Staff engaged, by number of positions.—5.6 professional; 9.7 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	1
5,000 to 9,999.....	0
2,500 to 4,999.....	2
Under 2,500	13
Total.....	17

Project:**General Administration**

Provided administrative personnel to conduct Federal program coordination within the division of operation.

Data Processing

Gave support to expanding and improving the educational data processing services and technical assistance to local education agencies.

Information Services

Continued support to printing and reproduction services by providing personnel, equipment, and materials to enhance the department's dissemination capability. Helped establish position of a coordinator of publications and public information unit to strengthen the information services to educators, legislators, and general public.

Personnel Services

Provided assistance to personnel services function which engaged in activities toward improvement of personnel policies and time-effort management.

Instructional leadership, technical and consultative services

Provided professional and nonprofessional personnel to conduct activities toward curriculum improvement, instructional, pupil personnel and vocational-technical education programs.

Educational Information Center

Launched a program to establish a central information center for the agency which provides a clearinghouse and library for printed, microfiche, and audiovisual materials for use of professional staff and LEAs.

Educational Television

By arrangement with the Nevada Educational Communication Commissioner produced a feasibility study regarding the use of educational television in Nevada which has resulted in plans to implement pilot programs.

New Hampshire

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—New Hampshire Department of Education.

Funds expended or obligated.—\$222,161 (does not include \$29,670 allocated to LEAs).

Staff engaged, by number of positions.—10.25 professional; 15.50 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	1
5,000 to 9,999.....	3
2,500 to 4,999.....	6
Under 2,500	149
Total.....	159

Project:

Strengthening Internal Management Capabilities

Of the four 503 projects funded in New Hampshire in fiscal year 1969, one is concerned with internal management functions, three with services to school districts. The internal management activities emphasize staffing—professional and clerical—and technical advances in office procedures, resulting in improvements in the office of teacher education and certification, and the office of business management; also, the publication and dissemination of the ERIC system information.

Expanding SEA Services to Local Education Agencies

In services to local education agencies, activities under Title V have emphasized consultative and advisory services to local school systems to improve instruction in English, reading, and social studies and assistance to the State Department of Health and Welfare in the improvement and control of private kindergartens and nursery schools. Also, school district reorganization has been given attention, together with the strengthening of supervisory unions. Without the two consultants in the improvement of instructional services and the consultant in school district reorganization, all supported by Title V, these services could not have been provided nor

could the State have been able to participate in regional and local curriculum activities.

New Jersey

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—New Jersey Department of Education.

Funds expended or obligated.—\$674,244 (includes \$78,565 to LEAs).

Staff engaged, by number of positions.—21.45 professionals; 30.25 nonprofessionals.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	14
5,000 to 9,999.....	51
2,500 to 4,999.....	98
Under 2,500	402
Total.....	568

Project:

Strengthening Internal Management Capabilities

Of the seven projects funded in New Jersey in fiscal year 1969, four are concerned with internal management functions, two with services to school districts, and one with assistance to school districts in the area of prekindergarten education. The internal management activities laid emphasis on investigation of professional staffing patterns and the establishment of a supervisory position in forms control, expansion and improvement of publications and printing, and the strengthening of statistical services and dissemination of data and information.

Expanding SEA Services to Local Educational Agencies

In services to local education agencies, activities under Title V have accented leadership, consultative, and technical services to local school systems for improvement of in-

struction in health education, the arts and humanities, and English as a second language; for technical assistance in the improvement of business and building services; and for the better understanding and augmentation of prekindergarten education through surveys, work-study conferences involving parents and area experts, and training programs for child-care workers.

New Mexico

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—New Mexico State Department of Education.

Funds expended or obligated.—\$414,433.

Staff engaged, by number of positions.—19 professional; 18 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	3
5,000 to 9,999.....	8
2,500 to 4,999.....	15
Under 2,500	62
Total.....	89

Project:

Strengthening Departmental Supporting Service, Administration, Study and Evaluation, and Leadership and Consultative Services

Continued support for an assistant to the chief State school officer. Continued activities in the legal section.

Continued with previous efforts of maintaining accounting and fiscal procedures. Accounting and supporting staff assisted program directors in devising more expedient means of carrying on program activities.

Provided for continuity and further development of procedures for collecting and disseminating data. Added highspeed equipment to the publications section.

Utilized consultants in the research division to help clarify its function as it relates to evaluation and to the implementation of new programs.

Continued consultative services in the areas of reading and fine arts. Carried out previously established levels of activity in the certification division. Continued with the previously commenced programs in school business management.

New York

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—University of the State of New York, The State Education Department.

Funds expended or obligated.—\$1,378,317.

Staff engaged, by number of positions.—44.25 professional; 36.25 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	5
10,000 to 24,999.....	32
5,000 to 9,999.....	87
2,500 to 4,999.....	151
Under 2,500	474
Total.....	275

Project:

Strengthening Internal Management Capabilities

Projects to improve internal management of the State Education Department centered on a management information system, staff development, and mechanized business procedures. The Information Center on Education continued operation of New York's basic educational data system for public elementary and secondary schools. A vocational education data subsystem to supplement information on occupational education was also begun. Professional staff development opportunities included visits to Denmark and

Sweden to observe an educational program in "Family Life Education," to England to become familiar with two experimental programs in mathematics, to Israel to learn about methods of educating disadvantaged students there, and to Mexico to obtain information beneficial to New York State teachers. Visits were made to schools in many parts of the United States to study special instructional programs and methods. Federal aid bookkeeping procedures were mechanized through the installation of an electronic counting machine.

Expanding SEA Services to Local Educational Agencies

Projects to improve the curriculum received considerable emphasis. Revision and expansion took place in many fields of study: English, mathematics, science, social studies, humanities, and the performing arts. Special programs in migrant education and outdoor education were developed. A Museum Education Project provided services to broaden the capability of the teacher to make effective use of museum resources through: Field trips to the State Museum, the use of classroom instructional materials provided by the Museum, and the distribution to teachers of information relating the *material history* and anthropology of New York State. Special emphasis was given to services for disadvantaged children, such as biology, geology, and anthropology exhibits at summer camps and city parks. A new office was established in the department to assist in improving, expanding, and expediting the availability of the services of New York schools, institutions of higher education, and the Education Department for instruction and research in science and technology. A number of reports have been completed, including, *Role of New York State Education Department in Science and Technology*, *Neurophysiology in New York State*, and *Astronomy in New York State: Competence and Challenge*.

The addition of studies to the curriculum was combined with teacher preparation in a number of projects. The department provided leadership and services in preparing Peace

Corps volunteers for teaching and in sponsoring inservice training for volunteers and other teachers. Several workshops for returned volunteers were sponsored. In addition, volunteers were used as consultants and instructors for workshops to educate State teachers in African Culture and to assist them in coordinating African studies with the school curriculum. The Project to Develop Programs in Non-Western Studies resulted in the initiation and coordination of nine locally conducted inservice courses in non-Western studies for elementary and secondary schools, the hiring of a consultant in Latin American studies who will serve as a demonstrator and bibliographic consultant to schools, and the creation of summer institutes in a number of universities in African studies, Southeast Asian studies, Indian studies, and Middle Eastern studies.

Improving education for handicapped children received attention in two projects. Programs for handicapped children in selected school systems in other States, together with systems for financing them, were studied for the purpose of learning their applicability to New York State. A conference has also been planned to develop a report for a unified program and evaluation plan for education of handicapped children.

Evaluation took other forms in several projects. The Cooperative Review Service (CRS) was continued for another year. Coordination of the department's staff of 225 persons resulted from close working relationships developed through conducting studies. During the year, 30 studies were conducted and 30 reports to local agencies were produced. Initiated in 1961, the CRS is a team approach to help local agencies by analyzing educational quality, encouraging the use of improved practices, fostering a climate for innovation, considering cooperative arrangements and new organizational patterns, and developing long-term plans. A continuation of the Performance Indicators in Education project made possible an investigation of alternative methods of evaluating school system effectiveness, the development of a plan for a system for educational evaluation, and

the establishment of a structure to develop such a system. A prototype instrument has been produced to measure student gains which can be attributed to the department program to correct racial imbalance and improve integrated education.

Two projects assisted instruction in local education agencies by providing materials services. An Educational Publications Project made possible the editing of leaflets and syllabuses in science, publications to improve teacher education, catalogs of audiovisual materials, curriculum guides, and reports. A number of audiovisual services were performed; evaluations of instructional films were conducted; projects involving media submitted for other assistance programs were reviewed; consultation on the design of educational facilities was provided; and photographic materials were provided to assist Federal programs.

Comparative education was the subject of the educational exchange and comparative education unit which continued to collect information and documents about foreign educational systems, to stimulate contact between the department and similar agencies abroad, to maintain liaison with students and faculty exchange programs, to encourage internships in the department, to program foreign visitors through the department, and to supervise the activities of foreign curriculum consultants to the department under the Fulbright-Hays program.

Two projects encouraged improving the competence of local school administrators. The School Administrators' Leadership Training Program continued offering a monthly series of one-day workshops to administrators in 26 geographical areas. Each workshop dealt with a subject selected by the participants. A project entitled "Improving Employer-Employee Relations in the Public Schools" has improved and expanded the activities of the department's office of school district employer-employee relations, which has served boards of education; administrator, instructional, and noninstructional employee groups; associations, and unions through consultations, workshops, confer-

ences, resolution of disputes, and publications.

A number of services for college students was supported. The College Committee on Educational Opportunity worked on the expansion and development of educational opportunity programs in institutions of higher education. The committee also published *The Educational Forum*, a journal for professional readership, and *Making the College/Career Scene*, a booklet for young people. The department provided consultative services for college and university financial assistance programs. Besides campus visitations, activities included two regional meetings, a resubmission of a proposed revision of the various Regents Fellowship programs under a new program, and revising publication on student aid opportunities.

North Carolina

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—North Carolina State Department of Public Instruction.

Funds expended or obligated.—\$601,445.

Staff engaged, by number of positions.—23 professional; 36 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	5
10,000 to 24,999.....	26
5,000 to 9,999.....	49
2,500 to 4,999.....	46
Under 2,500	31
Total.....	157

Project:

Project to Provide for Coordination of Research and Statistical Services for the State Board of Education and the State Department of Education

Provided for the coordination of research, development and planning for the depart-

ment. Major emphasis was directed at identifying problems and needs, attending workshops, plans for research, and organizing personnel and programs.

Increasing the Competencies and Opportunities for Service of All Staff Members of the State Education Agency

Developed curriculum materials and provided for professional meetings in English; provided for the development of 25 resource units in French culture and civilization; co-sponsored with the University of North Carolina a three-week workshop for teachers of the humanities in North Carolina schools; field-tested teaching units in mathematics for slow learners; developed a curriculum guide in mathematics for grades K-6; continued revision work on the State social studies program K-12.

Providing for the Study and Planning of Activities, Structure, and Organization of the State Education Agency

The management firm responsible for the information systems survey completed its report and submitted it to the State Superintendent of Public Instruction, the Controller of the State Board of Education and the State Board of Education. An evaluation of the report has not been completed.

Providing Statistical Services Formerly Funded Under Title X, NDEA and to Provide for More Effective Collection and Dissemination of Data

Development of an educational management information system and various modules and subsystems for improvement of management capabilities.

Improving Necessary Accounting Services and Providing More Effective Collection and Dissemination of Fiscal Information

Two major programs were developed: (1) student loan accounting control and (2) community college equipment control. A high-speed paper tape reel was added to the computer line to facilitate sorting of detail. The program improved dissemination and added

to the overall improvement of activities under the project.

ERIC Services and Learning Materials Examination Center Programs

The comprehensive educational information and research services to department staff, local school personnel, college and university faculty members, graduate and undergraduate students, and other State agencies were continued through extended acquisition of ERIC materials.

Experiment in Gaming and Other Innovative Learning Techniques in Television Instruction

Studio teacher of U.S. History conducted a simulation game through the State's ETV system as an integrated learning activity of the regular ETV program. A committee was selected from the department and the Learning Institute of North Carolina to advise on the program and will evaluate its effectiveness.

Providing State-Level Supervision for Critical Subject Areas Under Title III NDEA

Consulted with personnel-administrators, supervisors, and teachers in LEAs concerning long-range planning of instructional programs. Planning was initiated and continued in the following areas: (1) curriculum, (2) evaluation of instructional programs, and (3) development of adequate instructional facilities and equipment.

To Provide for Expansion and Strengthening of Services to Nonpublic Schools

This project provided the State Supervisor of Nonpublic Schools with the secretarial service to assist in carrying out his responsibilities for the supervision of nonpublic schools.

To Improve Dissemination of Educational Information to LEAs and the Public

Reviewed publications going to LEAs to assist in operating schools; evaluated, updated, and replaced many with new versions. Internal communication: held communica-

tions workshops for all professional staff. Public information: expanded and improved circulation to entire professional staffs in all schools of the State.

To Improve Services of the Department in Supervising Education of Parents of Economically Disadvantaged Educationally Deprived Youth

Consultant from the adult education division of the Department of Community Colleges visited all 50 institutions in the State's system to evaluate services offered and to indicate areas of expanded services.

To Provide Additional State Level Services to Local Education Agencies in Audiovisual Education

The Audiovisual Education Section of the Educational Media Division continued to provide consultant services to the public schools by providing audiovisual services to the department staff as well as designing and producing various types of visual materials to be used in preparation of reports.

Proposal for Implementing the Statewide Cooperative Program for Improving the Quality of Student Teaching

Major activities included (1) a 1-day drive-in conference in two metropolitan areas, Charlotte and Winston-Salem, and (2) workshops in 19 locations over the State. The workshops, offering two or three semester hours of graduate credit, were attended by 563 school personnel who work with student teachers. Fourteen colleges and universities were visited for evaluations of teacher education programs having student teaching.

North Dakota

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—North Dakota Department of Public Instruction.
Funds expended or obligated.—\$182,608.

Staff engaged, by number of positions.—7.9 professional; 11 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	2
2,500 to 4,999.....	3
Under 2,500	424
Total.....	431

Project:

A Program for the Improvement of the Consultative Services of the Department

The funding for fiscal year 1969 increased the amount of staff time available for consultative services and the materials developed and distributed for their use.

The added staff and their specific abilities have made it possible to visit schools and to assist with problems, to offer them greatly increased services, and to evaluate them on a much more realistic basis.

A Program to Provide Supervision for Title V Programs

The added staff in the area of direction and management of departmental supporting services improved the overall efficiency of the department. This project has enabled the department to give added service, with definite help and advice, to all agencies interested in education, improving the image of the department in the leadership of elementary and secondary education in North Dakota.

English Curriculum Study

This project made possible the revision of the English and language arts curriculum of North Dakota. It also made possible a number of training sessions in the new approach to language arts and the use of the suggested materials in the new manual. These were workshop programs which introduced all language arts teachers to the use of the new material. This project provided service to the schools of North Dakota and tended to

strengthen departmental relations with the schools and teachers of the State.

Transferring Consultative Services from Title III, NDEA to Title V, ESEA

This program is a continuation and expansion of the work done under the supervisory portion of Title III, NDEA, which has been transferred to Title V, ESEA. The greatest improvement occurred in extending the service into other areas of the curriculum. A foreign language curriculum guide has been started and an elementary science curriculum is being developed, which should be available to the schools soon.

Transfer of Services Formerly Under Title X, NDEA to Title V, ESEA

This project is a continuation of the work done under Title X, NDEA, and is an ongoing program of making information about education in North Dakota available for the 1969 legislative session. The request under this project is a new attempt to improve the information available for all agencies.

Ohio

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Ohio Department of Education.

Funds expended or obligated.—\$998,818.

Staff engaged, by number of positions.—79 professional; 36 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	7
10,000 to 24,999.....	21
5,000 to 9,999.....	60
2,500 to 4,999.....	157
Under 2,500	408
Total.....	653

Project:

To Expand, Develop, and Strengthen Leadership Consultative Services to Local Educational Agencies and to Develop and Expand the Internal Supporting Services

Fiscal year 1969 has been marked by a decrease rather than an expansion of services under this project. Five full-time professional positions and one full-time clerical position were deleted because of a lack of Title V funds. The professional positions included a reduction of services in the programs for school district organization, school lunch, elementary education, teacher education, and social studies.

Other areas concerning internal support services such as the communications program, publications, computer services, and general management functions have to be delayed until funds are available to improve or expand these services or both.

Improved and expanded activities to strengthen the Ohio Department of Education are as follows:

Office of Urban Education: A limited Title V budget has permitted the Office of Urban Education to move with strength into improvement and innovation of programs for the disadvantaged.

Division of School Finance: The pupil transportation section conducted a statewide study of the school transportation system which has resulted in a complete revision of the system.

Division of Elementary and Secondary Education: Title V funds have become a significant part of the total budget for the Division. Without Title V funds, the field services provided to the schools in Ohio would be drastically curtailed. The purchase of additional audiovisual materials and equipment for presentation of minimum standards, inservice training programs, and evaluation and research which are part of the requirements for schools in Ohio, has increased the efficiency of the division's operation.

Division of Computer Services: Title V enabled the department to purchase a medium-size computer system, to lease the nec-

essary supporting equipment, and to staff the division with capable operational and professional personnel.

Division of School District Organization: A new emphasis has resulted in assisting local boards of education plan their education requirements for the future and in the preparation of comprehensive plans to meet these requirements. In all cases, two or more boards were involved in the planning activities and in each case reorganization of districts was assumed necessary.

Certain functions of this division were transferred to other personnel as increased attention was given to local district planning. Division personnel continued to assist with the performance of the following functions: (1) completion of State level responsibilities in the dissolution of school districts not operating a complete twelve-grade system; (2) analysis of requests of boards of education for special approval for bond issues which exceed established legal limits which can be determined at the local level; (3) completion of task force reports and followup of the *Council for Reorganization of Ohio State Government Public School Survey and Recommendations*; (4) preparation of reports to the division Assistant Superintendent on requests for transfer of territory for school purposes following municipal annexations in the State; (5) analysis and evaluation of existing and proposed legislation pertaining to school district organization; and (6) development of proposed school district organization in relation to the revocation of school district charters in the division of elementary and secondary education.

General activities supported by Title V funds are: (1) an inservice education program which included a two-day seminar on student activism for 200 professional staff members; (2) providing staff development opportunities through professional meetings, seminars, and conferences for 21 staff members; (3) producing 14 publications which were disseminated to all school districts in Ohio; (4) a 3-day seminar on evaluation in education sponsored by the department; participants included school administrators from

45 school districts and representatives from all administrative units in the department. New program guidelines, supported by Title V funds, in: art education, physical education, health education, and fiscal management were developed by committees.

Oklahoma

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Oklahoma State Department of Education.

Funds expended or obligated.—\$367,526.

Staff engaged, by number of positions.—16.48 professional; 11.9 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	4
5,000 to 9,999.....	6
2,500 to 4,999.....	19
Under 2,500	698
Total.....	729

Project:

Improvement of General Administration Practices in the State Department of Education

Internal Audit, Business Management: Added three full-time professional auditors, made field audits, and assisted public school personnel in improving accounting, reporting, and business management practices.

Professional Library: Continued to provide reading and reference materials for the professional and supporting staff.

Statistics and Data Processing: Developed and implemented in pilot schools a complete system of student scheduling, pupil accounting, grade reporting, and permanent records. (These can be furnished to any school, complete with forms, instructions, and the assistance necessary for implementation.) De-

veloped a complete system of State aid calculations and allocations. Continued systems analysis on internal affairs. Planned and developed an overall guide for developing a broad data base. Continued work in support of local school data processing.

Research: Continued to collect information concerning the department and for completing Federal questionnaires. Answered requests for information from colleges, students, and other sources. (The department selected a seven-man committee to work with a representative of the regents for higher education to arrive at better research and dissemination facilities.) Initiated work on procuring complete file of ERIC microfiche and reproducing hardware.

Strengthening and Expanding the Study, Development, Evaluation, and Dissemination Techniques of State Education Programs

Developed teaching guides in the areas of science, early childhood education, guidance and counseling, audiovisual, language arts, elementary education, elementary evaluation, Oklahoma Heritage in America, aerospace education, Follow-Through, and school health policies. Completed Volume V of *Successful Ventures in Contemporary Education in Oklahoma*. Distributed teaching guides to teachers of the State. Presented monthly articles, written by members of the elementary education committee, in the "Oklahoma Teacher" magazine. Held inservice education meetings in the areas of science, reading, language arts, economics, library, conservation, foreign language, mathematics, aerospace, and social studies. Planned and conducted workshops. Worked with colleges and universities, public schools, and others on educational problems, innovative approaches, and instructional materials.

Continued to collect and disseminate information about public elementary and secondary education principally through news releases, State Superintendent's monthly newsletter, *The Oklahoma Teacher* (journal of the Oklahoma Education Association), and other journals of educational organizations

in the State, *Biennial Report* of the Oklahoma State Department of Education, and specially prepared bulletins relating to particular subjects.

Supervision of Instruction in Critical Subjects

Continued to improve working relationships among public schools, colleges and universities, the Oklahoma Education Association, classroom teacher organizations, and the department. Involved more teachers in the development of curriculum guides in the critical subject areas, involved more people in advisory committee work, and gave more attention to the space mobile and aerospace programs (in cooperation with Oklahoma State University). Held workshops in most of the critical subject areas. Developed specifications for a social studies supervisor and interviewed applicants for the new position. Funded the salaries of two instructional coordinators.

Educational needs were assessed and given priorities. Most top priorities were in the area of critical subjects. Three divisions of the department—auditing, Title I of ESEA, and accrediting—were combined to provide closer supervisory services to a smaller area. A supervisor of early childhood education was employed. Carried on a program of orientation for new State department personnel to involve them in the closer supervision of the critical subject areas.

Reading: Carried out State adoption of basal reading textbooks. Held six textbook-hearing workshops attended by 1,000 persons. Evaluated reading specialist programs in the State teacher training colleges. Worked with the Oklahoma Planning Committee on Reading in the development of a reading program. Produced an early childhood education guide. Employed a reading consultant. Carried out speaking engagements. Worked with professional organizations to improve reading programs in the State.

Modern Foreign Languages: Held six area workshops and two statewide workshops for foreign language teachers. Worked with curriculum directors and school administrators

to develop foreign language programs. Worked with teachers in methodology and use of new teaching media. Worked with colleges and all levels of public school instruction to articulate the program statewide.

Leadership Expansion to School Districts for Administrative Services

School Lunch: Initiated four pilot nutrition education programs for parents, developing trial course outlines and class materials.

Finance Specialist—Auditing: Employed a finance specialist, reviewed audits of 705 school districts, suggested improvements in both accounting and auditing procedures, and provided a basis for financial accounting in the local school districts.

Improvement of State Department of Education Services

Added one professional staff member and one nonprofessional staff member to the teacher education section. Handled increased certification load. Approved new teacher education programs in the areas of early childhood education, reading specialization, special education (learning disabilities), and audiovisual specialization. Approved teacher education programs in two new institutions of higher learning. The Section of Teacher Education and Certification coordinated the Teacher Corps program, Part B, Subpart 2 of EPDA and the Career Opportunities Program. Expanded activities in working with interstate certification projects, teacher aide training projects, and student teachers in training.

Oregon

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Oregon Board of Education.

Funds expended or obligated.—\$392,527.

Staff engaged by number of positions.—12.5 professional; 14.0 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	3
5,000 to 9,999.....	12
2,500 to 4,999.....	26
Under 2,500	316
Total.....	358

Project:

Strengthening Internal Management Capabilities

Planning: Long-range planning for the agency is the specific responsibility of a unit staffed through funds from Title V, ESEA. A business task force was organized through a contract with Associated Oregon Industries to study management and business practices of educational administration and has reported its recommendations.

Statistical and Data Processing Services: Expanded services and improved efficiency of data processing and statistical services were provided. Emphasis was given to community college enrollment data, basic school-fund apportionment processing, schoolbus licensing, mailing lists, and property data bank. A program information bank was started.

Public Information: Provided additional staff assistance to a newly organized unit under the coordinator of publications and information and provided assistance with materials and production costs of news and informational releases.

Expanded SEA Services to Local Educational Agencies

Technical and Consultative Services: Provided education specialists in subject area fields, enabling the agency to exercise positive leadership for improving the instruction and supervision of the management of instruction. Provided staff to develop State guidelines for instruction in local government, family life/sex education, alcohol and narcotics, reading and an instructional television series on "self-learning skills."

Provided assistance to the career education program through career bulletins, regional

job fairs, and "occupational cluster" instruction guides.

Pennsylvania

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Pennsylvania State Department of Public Instruction.

Funds expended or obligated.—\$1,059,250.

Staff engaged, by number of positions.—73 professional; 22½ nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	2
10,000 to 24,999.....	28
5,000 to 9,999.....	70
2,500 to 4,999.....	175
Under 2,500	305
Total.....	580

Project:

Strengthening Internal Management Capabilities

Of the eleven Title V Section 503 projects funded in Pennsylvania in fiscal year 1969, seven were concerned with internal management functions and four with services to local education agencies. Internal management activities included planning, program administration, dissemination, management information systems, personnel management, and financial management. The following project titles indicate the scope of these activities: Accounting Manual Revision, Educational Management Information System, Career Development, Publications and Public Information, Legislative Services, Federal Programs, Improved and Expanded Statistical Services, and Projects to Utilize Resources in Education.

Expanding SEA Services to Local Educational Agencies

Three projects provided services to local education agencies. The latest new techno-

logical developments are being applied to the problem of developing a mathematics education system. A bulletin, *Guidelines, Roles, and Procedures for Improving the Student Teacher Field Experience in Pennsylvania*, has been prepared and distributed. Consultative, supervisory, and related curriculum services for the improvement of general and academic education have been strengthened. Publications dealing with the teaching of the arts and American history have been developed and distributed. Both teacher education institutions and local school administrators increasingly turn to the State department for leadership and technical assistance, and in turn, are showing increasing willingness to work with the department in field testing, evaluation, and demonstration of innovative practices.

Rhode Island

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Rhode Island State Department of Education.

Funds expended or obligated.—\$245,188.

Staff engaged, by number of positions.—12.5 professional; 12.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
10,000 to 24,999.....	3
5,000 to 9,999.....	5
2,500 to 4,999.....	12
Under 2,500	19
Total.....	40

Project:

Strengthening Internal Management Capabilities

Title V, ESEA, funds have effected significant improvements in several areas. The

extension of effort in improving the data base for an effective management information system progressed considerably during the year. The automation of such items as teacher certification, computation of State aid to local school districts, scholarship information, and census, and the development of more appropriate reporting forms have enhanced the potential for better statistical services. Development of business management improvements refined the department's accounting and bookkeeping procedures and made information more readily available in the business office.

Federal funds were used in developing a statewide testing program of school achievement, aptitude, and intelligence.

Through the State-Federal coordinator and the executive research consultant, improved communications were evident within the department, especially to the offices of the Commissioner of Education and the State Board of Education, to other State departments, and to local school districts.

Expanding SEA Services to Local Educational Agencies

The mobile services unit brought educational television to all parts of the State, permitting enlargement of classroom participation and adult audiences.

Workshop and seminar activities in the academic and fine arts areas provided inservice education for teachers. Department efforts toward instructional and curriculum improvement, especially in the area of equal educational opportunity for the disadvantaged and handicapped, were outstanding. Activities were developed in cooperation with the Black community, leading to the inauguration of curriculum revision, intergroup relations, and community involvement in school programs and the initiation of programs in Black literature, Black history, and sensitivity training. Inservice training for approximately 2,000 teachers in Black/White Dialogue was provided through ETV facilities.

South Carolina

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—South Carolina State Department of Education.

Funds expended or obligated.—\$416,801.

Staff engaged, by number of positions.—39 professional; 34 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	4
10,000 to 24,999.....	16
5,000 to 9,999.....	19
2,500 to 4,999.....	24
Under 2,500	30
Total.....	93

Project:

Improvement of the Operation of the Office to Coordinate and Administer Programs

Development under this project combined with other ESEA administrative funds has enabled the department to move toward (1) improved coordination of evaluation and dissemination activities; (2) long-range planning; (3) comprehensive needs assessment; (4) uniform information storage and retrieval; (5) improved coordination of Federal program funds.

The department has not yet developed a completely operational program based upon annual needs assessment and evaluation, uniform information, and long-range planning.

Expansion of Planning, Development, and Evaluation Procedures of State Education Programs

This undertaking is based upon the needs assessment, evaluation, and long-range plans being developed. A complete evaluation of the effectiveness of the project will not be possible for two or three more years. But the program, when fully operational, should strengthen the department materially.

Expansion and Improvement of Teacher Education Programs

The project was designed to provide a series of four teacher education videotape programs. Transmission was carried out by the Educational Television Commission. Coordination and course credit, as well as actual curriculum development, were carried out within the department.

Two complete audiotaped programs were developed and presented. Initial success led to the expansion of the number of persons involved in the training courses and to the expansion of leadership activities and inservice education, which included a primary responsibility for all EPDA activities and a coordinating responsibility with the office of Public Law 89-10.

This project led to increased leadership activities which have taxed the resources of the office of teacher education and certification. State funds have been secured for student teaching supervisory expenses incurred by school districts. EPDA responsibilities have led to a more comprehensive relationship both with colleges and with local school districts.

Improvement of General Education and Management of Departmental Supporting Services for Local Educational Agencies

This project has enabled the office of general education to meet a major responsibility for evaluating the elementary schools of the State and to expand its services to both districts and individual schools. The unprecedented demand for services could not have been met without the expansion of leadership activities by the department.

Improvement of Test Scoring Service

The Test Scoring Section has been incorporated as an integral function of the Office of Management Information with regard to receiving, processing, and scoring tests. Professional direction, including consultation to school districts, is being provided by the Testing and Guidance Section in the Office of General Education. Progress has been made both in assisting school districts and in estab-

lishing a baseline at the State level with regard to test data. Information from tests will constitute a major component of the needs assessment being undertaken. The department still faces the problem of developing a data bank based upon uniform test results. Development of long-range plans for the implementation of uniform testing data for school districts is under way.

Continuation and Improvement of Statistical and Data Processing Activities

The operation of this project was essentially a response to the withdrawal of funds under NDEA Title X. Utilization of Title V funds enabled the department to continue and improve ongoing activities of data processing and statistical services.

An effort has been made to consolidate activities of the section with the Office of Management Information and to separate personnel and payroll activities from data processing. Management Information was designated as the office to handle all machine processes. The Statistical Section in the Office of Finance was restructured to reflect actual payroll operations.

South Dakota

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—South Dakota, Department of Public Instruction.

Funds expended or obligated.—\$252,579.

Staff engaged, by number of positions.—12.75 professional; 17.28 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	1
2,500 to 4,999.....	7
Under 2,500	1,291
Total.....	1,301

Project:

Improvement of Leadership Consultative Capabilities in Areas of Administration, Instruction, and Special Services

Basically, this project was a continuation of the program initiated in the previous year. In addition, an attempt was made to strengthen the planning and evaluation functions in the department. Elementary and secondary education is being studied to analyze the strengths and limitations of public elementary and secondary education structure in South Dakota and to develop recommendations for both short- and long-term improvement.

Tennessee

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—Tennessee State Department of Education.

Funds expended or obligated.—\$545,679.

Staff engaged, by number of positions.—28 professional; 24 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	6
10,000 to 24,999.....	5
5,000 to 9,999.....	26
2,500 to 4,999.....	48
Under 2,500	65
Total.....	150

Project:

Staff Personnel Project

Improved management of programs: (1) Personnel policies and procedures defined, analyzed, and developed; (2) recruitment centralized in Personnel Office which facilitated and improved utilization of overall hiring procedures; (3) personnel records centralized in one office; and (4) a State

training program established with personnel officer as director for the department.

Coordinator of State and Federal Programs

Coordinates activities related to the administration of Federal funds under Title V, Section 503. Provides other divisions of the department with information on various federally supported programs.

Public School Information Project

Film documentaries developed on a wide range of issues. TV interviews with the Commissioner have been successful in bringing educational facts and programs closer to the public. "Education Weekly" magazine increased circulation to 15,000. Taped educational programs are broadcast on a regular basis. Provided for the publication of a history of the Department of Education in Tennessee.

Regional Coordinator of Technical and Field Services

Two regional coordinators of technical and field services were employed. Both serve as liaison between the Commissioner, educational leaders in local systems, and the State Legislature.

Curriculum Planning and Program Development

Curriculum specialist and subject area specialists (health and physical education, foreign language, natural science, English, language arts, social studies and mathematics) provide services to local education agencies. Services involved revising and refining programs in planning, experimental projects, workshops for teachers, program development, and evaluation. (Approximately 30 area conferences on experimental project development, three regional conferences, and one statewide workshop on program evaluation.)

Schoolhouse Planning, Pupil Transportation, and Technical Assistance Program

Provided for improvements in schoolbus inspections, schoolbus routing accelerated.

Savings have resulted from services rendered by the added staff positions to the pupil transportation program.

Technical Services Program to Improve Financial and Business Management Program

Representatives of the department provided consultative services in planning and implementing programs. Training sessions continued for field personnel. Priority training in assisting local agencies in financial and business management accounting. Consultative services were provided in the area of school lunch programs.

Texas

**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Texas Education Agency.

Funds expended or obligated.—\$1,089,123.

Staff engaged, by number of positions.—42.1 professional; 40.2 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	12
10,000 to 24,999.....	31
5,000 to 9,999.....	35
2,500 to 4,999.....	80
Under 2,500	1,073
Total.....	1,231

Project:

A Comprehensive Plan for Strengthening Programs of the Texas Education Agency

Program Development: The division of program development attended and worked with members of the Texas Elementary and Secondary School Planning Council. Sponsored a conference with staff members from the education service centers to explore relationships and to determine the most effective methods to achieve educational progress

in Texas. Two consultative visits were made by a nationally recognized specialist in curriculum and supervision.

The Texas Business Teacher Education Council was organized. The expansion of the business education curriculum was made possible with textbooks available for the new recordkeeping course and with increased interest in data processing and computer education.

Completed a statewide study of industrial arts. Developed a proposal for a nine-State curriculum consortium to permit the operation of nine pilot programs.

Provided leadership in the area of early childhood education.

Acquired a French consultant. Developed a guide for teaching French. Developed a guide for teaching Spanish to secondary school Spanish-speaking students.

Published a foreign language tape catalog. Copies were distributed to local schools.

Conducted elementary physical education workshops in eight regional service centers for approximately 550 teachers and administrators. Sixteen centers and two regions held countywide clinics for a total of 25 clinics on smoking and health for some 3,000 school administrators and teachers. Three centers conducted conferences on drug abuse attended by about 350 administrators and teachers. One center conducted a lifetime sports clinic for 200 school administrators and teachers and invited other regional service centers to participate.

Carried out an inservice course in dialect and language development which was helpful in changing teacher attitudes and modifying curriculum to provide for individual differences.

Identified items that will fill a need in improving the efficiency of mathematics teaching. Adopted new geometry textbooks. Initiated the preparation of an "instructional package" for teaching geometry.

Developed inservice materials to be used by five colleges and universities in cooperation with the education service centers and local schools to begin comprehensive programs for

inservice training of 150 ninth-grade physical science teachers.

Trained approximately 600 elementary teachers in science. Identified a "process approach" program for several teacher trainers.

Developed specifications for textbook materials social studies. Designed a new curriculum framework for social studies, K-12.

Personnel Administration and Staff Development: Provided for a summer course at the graduate level, conducted by the University of Texas, in comprehensive planning for school organizations for twenty staff members.

Provided for a 40-hour workshop, designed and conducted by the International Business Machines Corporation, for 32 staff members providing inputs to or requiring outputs from electronic data processing systems.

A 40-hour workshop, *Planning Process Laboratory*, was designed by the General Learning Corporation and conducted in 1968. Subsequent to this course the workshop content was refined and presented by agency staff members to approximately 120 staff members.

Provided for a 3-day seminar designed to give the 27 participants a better understanding of recent developments in the field of management leadership and to assist them in developing an increased awareness of the effect of their personal leadership styles within the agency.

Provided individual training for approximately 110 staff members, through special training programs provided by corporations, universities, and other agencies.

Research Statistics and Information Systems: Consolidated the research statistics and information system into a newly created division designated as the Management Information Center. Conceptionalized an integrated information system tied to management decisions to be made by managers at different levels. The system is designed to include six subsystems: curriculum and instruction, pupils, finance, community profile, personnel, and property.

Data Processing: Continued to review and analyze the data processing operation to eval-

uate results. Made scheduling changes to assist in producing more timely reports. Produced a more effective design of forms and reduced the peak load through realigning reporting dates. Completed a new design for fiscal payments for the Department of Rehabilitation. Redesigned certain systems to enable this activity to conserve computer usage time. Continued search of new methods of data transcription.

Instructional Media Services: Cooperated with colleges and universities and public schools in developing an Elementary Transparency Project. Evaluation of the Elementary Transparency Project visuals by classroom teachers in 107 independent school districts indicated: (1) specific revision or modifications required for individual visuals before making the materials available through education service centers to local school districts and (2) the desirability of providing a program of teacher orientation to help assure effective use of the visual materials.

The first annual review of data for the media programs of the education service centers demonstrated the need for a standard report form that would present uniform and comparable information from all centers. The directors of the education service centers accepted a standard form which will be used in reporting annual media operations.

Review of the expanded tape and television services noted increasing restrictions resulting from extremely limited physical facilities.

Identified needs for the development of a unified (library-audiovisual) media program.

Duplicated an average of more than 4,000 fifteen-minute programs a month for local school districts and education service centers. Participated in the production of programs. Recorded conferences and meetings. Collected data required by the State Board. Operated limited equipment for cassette duplication. Deleted several inappropriate programs from the catalog. Scheduled for printing 80 pages of new programs obtained from the National Tape Repository, Pennsylvania State Department. Undertook a tape exchange with the University of Michigan.

School Accreditation: Planned and supervised teams in 236 accreditation visits. These visits combined regulatory and leadership functions and were designed to assist local schools in maintaining quality educational programs by leading them through a continuous program of improvement. Accreditation includes examination of administration and administrative procedures; instructional programs; instructional aids, materials, and supplies; school plant and facilities; and school records. It begins with school faculties, who carry on a continuous program of evaluation and report annually to the Texas Education Agency. The process is continued by teams of agency staff members who visit schools periodically to determine the extent to which the total program meets standards. Standards are prescribed in the revised edition of *Principles and Standards for Accrediting Elementary and Secondary Schools*.

Utah

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Office of the Superintendent of Public Instruction.

Funds expended or obligated.—\$293,012.

Staff engaged, by number of positions.—12.5 professional; 11.75 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	4
5,000 to 9,999.....	6
2,500 to 4,999.....	5
Under 2,500	22
Total.....	40

Project:

Strengthening State Education Agency

Developed, introduced, and used 500 curriculum packets in the Utah Instructional System Program (UISP) Schools. The ex-

tensiveness of the effort in the experimental schools precluded expansion into other schools. Developed basic curriculum materials.

Employed additional specialists in science education and social studies. Strengthened the summer field science and the aerospace education programs.

Continued long-range effort to provide leadership to local educational agencies in school finance.

Carried out accreditation activities. Eighty-six of 98 high schools, 25 of 75 junior high schools, and 24 of 412 elementary schools have been accredited.

Continued working with the teacher training institutions in Utah.

Completed specifications and a system design as a basis for improving the internal financial accounting system of the agency.

Established a quick copy center which includes a new collator, a 2650 multilith, and photocopy equipment to improve the efficiency of the publication department.

Vermont

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Vermont State Department of Education.

Funds expended or obligated.—\$199,414.

Staff engaged, by number of positions.—2.10 professional; 2.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	0
10,000 to 24,999.....	0
5,000 to 9,999.....	1
2,500 to 4,999.....	2
Under 2,500	247
Total.....	250

Project:

Strengthening Internal Management Capabilities

Of the four projects funded in Vermont in fiscal year 1969, two are concerned with internal management functions, one with school district reorganization planning services, and one with service to local education agencies.

The internal management activities emphasize research, planning and development, management information systems, and dissemination. The Deputy Commissioner assisted the Commissioner by assuming particular responsibilities for budget preparation and control and matters of personnel. The primary focus of the research and development was the implementation of the Vermont Design for Education, a concept launched by the department in fiscal year 1968. The data collection system provides for consolidation of machine-processed data "so that improved education decisions may be made by the Legislature, the State Board of Education, and by the Commissioner of Education." The department is participating in studies relating to school district reorganization and supporting and assisting local and State committees.

Expanding SEA Services to Local Educational Agencies

Activities under Title V have emphasized supervision and related services for critical subjects. Through the employment of professional staff, consultative and technical assistance has been offered in history, civics, geography, science, mathematics, modern foreign languages, English, industrial arts, and nonvocational programs. Through the efforts of Vermont's first industrial arts consultant, all secondary schools now offer comprehensive industrial arts programs; through the humanities approach curriculums, coordination has been improved in social studies, English, and foreign languages.

Virginia

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—Virginia State Board of Education.

Funds expended or obligated.—\$553,723.

Staff engaged, by number of positions.—67 professional; 16 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	7
10,000 to 24,999.....	11
5,000 to 9,999.....	28
2,500 to 4,999.....	41
Under 2,500	42
Total.....	129

Project:

Expansion and Implementation of Fiscal Accounting for Federal Funds

The accountant authorized by this project is setting up bookkeeping methods and devising forms for use in accounting for all financial aspects of the Federal programs administered by the State. All Federal program activities will be the direct responsibility of this head accountant with other Federal accountants acting as feeders. The result will be a uniform system of accounting and reporting, greatly strengthening the department in the area of financial responsibility.

Strengthening Leadership Services and Technical Assistance Roles of Educational Research

A planning conference for the improvement of educational research drew participants from school divisions, colleges, and universities.

Representatives of nine school divisions held three meetings to draft proposals for extended school-year projects.

The educational data system was expanded and now includes (1) triennial school census

system, (2) nonpublic school identification system, (3) annual school report system, and (4) annual instructional media report system.

Advisory and support services to LEAs were continued.

One systems analyst was added to the staff. An additional computer operator was hired, making a two-shift operation possible. A computer with greater capability will be installed in 1970.

Strengthening and Expanding Leadership Services in Secondary Education

Curriculum guides in art and music are in preparation as a result of varied studies and conferences. Guides for art, grades 1-12, and music, grades 7-12, are nearing completion. "A Handbook for Music Teachers," grades 7-12, is in the process of development.

General leadership and consultative services to LEAs have been improved and expanded.

Strengthening State Leadership in Special Education

Consultative services concerning the emotionally disturbed child have been provided for 26 school divisions during 1969.

In cooperation with Virginia Commonwealth University and the Virginia Treatment Center for Children, the department cosponsored a 3-week workshop for teachers who work with emotionally disturbed children.

Large-print books, Braille materials, and tangible teaching apparatus have been provided for 596 public school children classified as legally blind.

Strengthening Leadership Services in Elementary Education

The Elementary Mathematics Guide, K-7, prepared during fiscal year 1968 has been disseminated to all elementary teachers with responsibility for mathematics, through 10 regional meetings to present it and implement its use.

Strengthening All Special Services

Basic school plant information which is being converted to aperture file cards is made available to local agencies, together with reader-printer service.

Services to local agencies having schoolbus operations have increased and improved. New programs at the local level have placed additional demands on department personnel for service relating to inspections, surveys, and safety.

In the area of educational television, department personnel continue to work with local educators in promoting more effective and efficient use of available programs, supporting the efforts of local ETV stations, and assisting in the production of programs.

Strengthening Leadership and Consultative Services in Teacher Education

Title V has contributed to the simplification of certification procedures for instate and out-of-state applicants in enlarged reciprocity prospects for graduates of Virginia teacher preparation programs.

Improving and Expanding the Public Information Program

An artist was added to the staff. Assistance was given to a number of local school divisions in preparing brochures and other needed materials. Greater attention was given to publicizing P.L. 89-10 projects.

Strengthening Leadership and Consultative Services in Elementary and Secondary Education

Regional conferences were held. Curriculum materials have been developed in some subject areas and are in the developmental stage in others.

Strengthening Leadership in Planning Local School Programs

Evaluation studies were begun in 19 Southwest Virginia school divisions covering community background, educational program, staff, teaching aids and services, buildings, and transportation. The reports of these studies now being prepared will be used by

local school authorities in planning programs of action to meet the needs identified by the study.

An Associate Director of Evaluation and Planning is needed to assist in carrying out the expanding duties of the division in general and this continuing project in particular.

Washington

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Washington State Superintendent of Public Instruction.

Funds expended or obligated.—\$513,297.

Staff engaged, by number of positions.—18.4 professional; 14.7 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils	5
10,000 to 24,999	10
5,000 to 9,999	22
2,500 to 4,999	31
Under 2,500	260
Total	323

Project:

Administration and Finance

Provided staff to conduct a statewide school building construction needs survey whose recommendations were submitted to the State Legislature.

Conducted pilot programs in local agencies toward the development of project planning and budgeting systems; the results and recommendations developed may be used on a statewide basis.

Data Processing

Provided the equipment for the data processing center which is developing a comprehensive statistical information system. The center is improving its efficiency by simplifying and reducing costs of forms used

and through the transfer of information onto equipment of greater capacity and efficiency.

Personnel Services

Provided staff to effect a personnel classification and salary review of all educational positions in the agency. Participated in a survey of employee benefits provided by local agencies and in organizational studies of the Federal programs structure in the State agency.

Curriculum and Instruction

Provided education specialists in special subject areas to conduct programs of inservice training, consultation, and technical assistance to local education agencies. Developed an education evaluation system to assist school districts in their determination of effectiveness of instruction.

Education Communication Services

Conducted a program review of existing communication services in graphic arts and in printed and audiovisual materials with recommendations for and implementation of improvements.

Teacher Education and Certification

Provided program to develop new State standards for preparation and certification of professional school personnel.

Research

Provided support for programs within the research department which assists or makes studies regarding evaluation procedures relating to accreditation, consolidated report forms design, data needs, manpower needs, and program budgeting proposals.

West Virginia

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—West Virginia Department of Education.

Funds expended or obligated.—\$355,045.

Staff engaged, by number of positions.—17 professional; 17.5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	1
10,000 to 24,999.....	12
5,000 to 9,999.....	16
2,500 to 4,999.....	11
Under 2,500	15
Total.....	55

Project:

Research

Information and research data were provided for both State department and local education agency personnel. Assistance was given to department personnel in the development of evaluation criteria for new programs.

Programs and Services

Leadership functions provided in coordinating relationships between secondary schools and colleges included the development of improved procedures in working with problems relating to careers, recruitment, and entrance requirements. A survey was conducted relative to the accreditation of private secondary schools.

Improving Teacher Education Programs

Leadership in the area of teacher education was given by reviewing teacher preparation programs in colleges, holding inservice workshops, evaluating training programs, and reviewing certification regulations.

School Plant Planning

A full-time director was employed through matching the Federal funds with State funds. The director assisted counties in making surveys of building needs and reviewed plans for school construction.

Data Processing

Financial and statistical reports were made available, as well as printout information on the distribution of State aid to counties. The

results of the statewide assessment of educational objectives are being programed as the information becomes available.

Educational Planning

Planning capability was developed, procedures for educational assessment were established, and goals were developed for measurable objectives in the evaluation of programs. Pilot programs for evaluation have been instituted in several counties which will be used to refine the objectives.

Publications

Newsletters to county superintendents, bulletins to personnel, and publications for the department were developed and improved.

Improving Instruction

Workshops for specific subject areas were held; supervisors and specialists continued to work with county and local personnel on problems related to instruction.

Wisconsin

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—State of Wisconsin, Department of Public Instruction.

Funds expended or obligated.—\$470,952.

Staff engaged, by number of positions.—18.43 professional; 19.72 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	3
10,000 to 24,999.....	8
5,000 to 9,999.....	14
2,500 to 4,999.....	37
Under 2,500	408
Total.....	470

Project:

Improvement of Management and Supporting Services

An in-depth study of the civil service classification of professional education consultant services has been initiated. It is hoped that this study will result in a reclassification of positions so that it will improve retention and recruitment.

Through coordination of fiscal activities of Federal programs, the fiscal accounting of most Federal programs is now contained in a single fiscal unit.

Data processing is developing improved reporting practices, and increasing demands are being made. Common property accounting procedures have been developed for LEAs.

Improvements of Publications, Public Information, and Leadership Development

Improved library services have been effected by a coordinated service agreement with the University of Wisconsin Education Library.

Graphics, photography, and content have improved the department's publications.

Statistical Services

The current EDP system has developed into a more comprehensive system serving all educational units and professional and education-centered associations to provide statistical information for decisionmaking and analysis. The tentative plan for a statewide educational data processing network has been developed and pilot programs are being developed in selected centers.

Strengthening Curriculum Leadership and Consultative Services to Local Schools

Consultative leadership to local education agencies has been expanded and improved by additional staff employed under this program.

Services in budgeting pupil personnel services and in administrative planning have been improved.

Inservice training for staff members has improved their professional skills.

Improvement of Teacher Education and Certification

New emphasis has been placed on the improvement of student-teacher programs.

A new evaluation of teacher education programs is taking place, including the work being done in the laboratory schools associated with the teacher-training institutions. A closer relationship has developed between the department and the teacher training institutions. Statewide coordination between public and private teacher education is becoming a reality.

Research and Program Innovation

The Center for Research and Program Development has improved its services to the department; increased coordination with the University of Wisconsin R. and D. Center has made the programs in the LEAs more effective. Significant program improvements are being achieved in the pilot projects.

Supervision of National Defense Subjects

Major activities are to initiate, plan, and develop inservice programs for the LEAs; consult with administrators, supervisors, and teachers in curriculum planning, development of instructional facilities, evaluation of programs in subject fields, and improvement of teaching methods; and cooperate with professional organizations, college and university staffs, and others concerned with the improvement of instruction.

The department has developed, in cooperation with other agencies, several curriculum bulletins which have been distributed to all LEAs and have received national recognition.

Wyoming

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State education agency.—Wyoming State Department of Education.

Funds expended or obligated.—\$210,913.

Staff engaged, by number of positions.—9 professional; 9.42 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	0
10,000 to 24,999.....	2
5,000 to 9,999.....	0
2,500 to 4,999.....	4
Under 2,500	158
Total.....	164

Project:

Director of Personnel

Continued to develop and improve new organizational structure within the department. Implemented a new combination requisition-purchase-order-voucher form. Established a central stationery store in the department. Established and implemented a new compensation plan.

Accounting and Auditing Services

Provided for the accounting and auditing of Titles II, III, and VI-A of ESEA; the local educational agency projects under Title V of ESEA; Part B-2 of EPDA; and Titles III and V-A of NDEA. Devised new accounting records and reporting forms for Titles II and VI-A of ESEA, local educational agency projects under Title V of ESEA, and Part B-2 of EPDA.

Assisted in the computation of the State Foundation Program and the budgets for all divisions within the department. Performed monthly computations on the department's xerox, telephone, and workmen's compensation billings.

Developed a new coding system. Implemented computerized accounting. Received and utilized monthly printouts, showing detailed budget breakdowns and subbudget reports.

Field Testing Services

Completed a glossary of testing terminology. Began development of testing programs for the Indian children participating in projects at the Fort Washakie Reservation. Began use of the Kindergarten Evaluation

Learning Potential kits by teachers in selected schools.

Supervisory Services for Subject Areas

Provided improved and expanded supervisory services to local educational agencies in critical subject areas. Provided in part for consultants in mathematics and science, reading, foreign languages, industrial arts, and social studies.

Statistical Services

Prepared statistical information relating to Wyoming public school districts. Compiled and prepared the biennial statistical report. Completed pilot programs in student scheduling, utilizing a State IBM 360 computer. Completed statistical analysis of public school education in Wyoming. Compiled data and information for use in the assessment of educational needs in the State.

School Evaluation and Accreditation

Revised standards for Wyoming schools. Evaluated 90 public schools through visits by teams selected from the public schools, the University of Wyoming, and department personnel. Prepared and returned to each school district visited and to the State Board of Education written reports complete with recommendations for needed improvement. Levels of accreditation were subsequently assigned by the State Board of Education upon the recommendations of the evaluation committee. Prepared and distributed guidelines for self-evaluation for the task in the coming fiscal year.

Puerto Rico

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Commonwealth of Puerto Rico.

Funds expended or obligated.—\$218,881.

Staff engaged, by number of positions.—5.5 professional; 5 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more	1
Total	1

Project:

Rationalization and Automation of Accounts and Data Processing Systems

A general ledger system was installed as part of the development of the computerized information system.

Improvement was made in each of the planning functions: comprehensive study of how physical facilities are provided and maintained; preparation of model programs for the construction of secondary schools and revision of programs for the construction of physical facilities in the school lunchroom program; elaboration of cost analysis of a school district; preparation of plans for the distribution of space and the communication system in the new building for the State Department of Education offices; and extension of the computer system to include information about all the school districts.

A corporate accounting system was initiated, the personnel record filing system remodeled, and the legal unit of the department expanded.

Guam

ANNUAL REPORT UNDER TITLE V, SECTION 503 FISCAL YEAR 1969

State educational agency.—Territory of Guam, Department of Education.

Funds expended or obligated.—\$75,743.

Staff engaged, by number of positions.—6 professional; 22 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
12,000 to 24,999	1

Project:*Statistical Services*

Provided an improvement and expansion of the statistical services for the territorial public school system. Emphasis given to property and textbook inventories and to pupil accounting services.

Multi-Media Center

Programs for providing media services to the school systems were expanded and improved through inservice training, additional technical assistance, and production and procurement of additional materials.

American Samoa
**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Government of American Samoa, Department of Education.

Funds expended or obligated.—\$38,380.

Staff engaged, by number of positions.—0 professional; 0 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
6,000 to 11,999.....	1
Total.....	1

Project:*Staff Development*

A 6-week institute was held at Stanford University for 30 selected Samoans who may assume administrative positions in the Department of Education. The program was directed toward providing these participants with new concepts and educational techniques. Experiences were provided which enabled the Samoans to expand their conceptual horizons.

Two graduate courses were offered through

an arrangement with the University of Hawaii complementing the professional growth and development of department personnel. Thirty-six people registered for each of two courses.

**Trust Territory of the
Pacific Islands**
**ANNUAL REPORT UNDER TITLE V, SECTION 503
FISCAL YEAR 1969**

State educational agency.—Trust Territory of the Pacific Islands, Department of Education.

Funds expended or obligated.—\$68,822.

Staff engaged, by number of positions.—0 professional; 0 nonprofessional.

School districts served, by enrollment size of districts:

Enrollment size of districts	Number of districts
25,000 or more pupils.....	1
Total.....	1

Project:*Statistics and Data Processing*

Provided resources which permitted personnel to travel for the development of an information system and an automated data processing system.

Budget Development

Provided resources which permitted personnel to travel in connection with the improvement of the program of budget development.

Educational Measurement

Provided for the development of culture-free testing instruments designed specifically for the Trust Territory.

Inservice Training

Opportunities for staff to attend conferences and workshops to improve leadership, administration, and specialty services.

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